DOCUMENT RESUME

ED 318 497 JC 900 205

TITLE The Accreditation Self Study Report of Los Angeles Valley College. Presented to the Accrediting Commission for Community and Junior Colleges in Support of Application for Reaffirmation of Accreditation.

INSTITUTION Los Angeles Valley Coll., Van Nuys, Calif.

PUB DATE 89

NOTE 133p.

PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC06 Plus Postage.

DESCRIPTORS *Accreditation (Institutions); *College Planning; Community Colleges; Educational Improvement; Formative Evaluation; Needs Assessment; Organizational Objectives; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges

ABSTRACT

This accreditation self-study report was prepared by Los Angeles Valley College in support of its application for reaffirmation of accreditation. Introductory sections describe methods used in organization for the self-study, describe the college and its demographic make-up, and review responses to previous accreditation team recommendations. The remainder of the report is divided into 10 sections corresponding to accreditation standards. The standards focus on: (1) goals and objectives, including an overview and appraisal of institutional mission, goals, and objectives; (2) educational programs, focusing on goals and innovations; (3) staff development and staff diversity; (4) student services, such as articulation, counseling, financial aid, and general campus services; (5) community education and services; (6) on-campus learning resources; (7) physical resources; (8) financial resources and college funding; (9) governance and administration; and (10) district relationships. Plans of action that respond to problems cited in the self-study are identified in each section. Specific college responses to such needs as better vocational education training, a more updated faculty handbook, a more formal review process for community service courses, and more planning of faculty and staff development activities fully involving colleges in the district are detailed. (WJT)

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The Accreditation Self Study Report of Los Angeles Valley College

Presented to the Accrediting Commission for Community and Junior Colleges in support of Application for Reaffirmation of Accreditation

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Certification of the Institutional Self Study Report

To: Accrediting Commission for Community and Junior Colleges

From: Los Angeles Valley College
5800 Fulton Avenue
Van Nuys, California 91401

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the accreditation status of Los Angeles Valley College. We certify that there was broad participation by the college community, and we believe that the Self Study Report accurately reflects the nature and substance of this institution.

Harold W. Garvin, President
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ABSTRACTS

Standard One: Goals and Objectives

The goals of Los Angeles Valley College (LAVC) are in keeping with the mission statement adopted by the Los Angeles Community College District Board of Trustees--to provide comprehensive lower-division general education, occupational education, transfer education, remedial education, counseling and guidance, community services, and continuing education programs.

The college has developed new advisement materials and recruitment techniques directed specifically at high-school students and faculties. Sequenced course offerings enable students to transfer in two years. An honors program and an enhanced English as a Second Language program have been developed.

The matriculation program is being developed. In addition, in 1986 the Center for Advancement of Business, Labor and Education was formed to work closely with industry in training employees.

Layoffs, transfers, and reassignments that occurred in spring 1986 strongly affected the college's program offerings. Program reviews initiated at the district level have resulted in college needs not being met. Lack of institutional research staff has affected the ongoing evaluation of the students' educational needs.

Standard Two: Educational Programs

The objectives of the college's educational program are met through the requirements for each major program, through degree and certificate requirements, and through general education courses.

A major goal of recruitment has been to increase the number of full-time students and enhance the transfer program. Program articulation has included the development of the honors program for high-school students planning to transfer to four-year institutions and the hosting of a series of planned luncheons for faculty from feeder high schools and neighboring four-year institutions.

Even though LAVC is the most productive college in the district, it cannot adequately fund regular certificated and classified positions, hourly rate requests, and equipment requests for instructional programs. Because of the decrease in district funds and the district formula used to allocate funds to each college, the college has not been adequately funded in proportion to weekly student contact hours and enrollment.

The college has been involved in innovative educational training programs and courses with business, industry, and labor organizations in recent years. These programs--Employment Training Panel and Employer Based Training--provide off-campus training to local industries and adhere to college regulations governing such courses.

Standard Three: Institutional Staff

The procedures for hiring full-time staff--administrative, teaching, and classified--are appropriate and specific. However, a more uniform policy for hiring part-time faculty should be instituted. The number of students completing vocational certificate programs, earning two-year degrees, and/or transferring to other institutions attests to the excellent instruction that the faculty provides.

Staff problems include serious proportionate overstaffing of some departments with part-time faculty. During spring 1989, 50% of the classes offered in the English Department and 44% of the mathematics courses will be taught by part-time personnel. In addition, improvements in the conditions for hourly rate instructors would do much to raise the morale and improve the quality of education.

Faculty is committed to achieving and sustaining high levels of instruction, as reflected in a recent survey about individual activities beyond classroom and office hour commitments since 1983. There are provisions that encourage professional growth for faculty and classified staff. These include funds for tuition reimbursement, conference attendance, sabbatical leave, retraining leaves, and career development. However, more staff development programs are needed for certificated and classified staff. Funds provided for staff development by AB 1725 will provide additional opportunities. An Employee Assistance Program was established to provide professional and confidential help in resolving personal or job-related problems.

While procedures and criteria for classified and certificated personnel appointment, evaluation, retention, advancement, and due process are explicitly stated and readily available, all planning is controlled at the district level. As a result, lack of appropriate job classifications and the limitations of hiring applicants "qualified" by district standardized tests have created problems. Decentralized policies and procedures would be appropriate.

Standard Four: Student Services

The administration of student services is fragmented. Services are provided from multiple locations and are split among several administrators. There are no policies for initiating new programs. Administrative staffing appears adequate. However, underfunding for the last five years has had negative effects on educational programs and student services. Services, particularly in the library, Learning Center, and counseling, have deteriorated due to lack of funding for certificated and classified positions as well as for equipment. The Job Placement Office was almost eliminated until a certificated instructor volunteered to assume partial duties there.

Since 1987 the system for storing and retrieving data about student interests and needs was changed to the Assessment, Placement and Management System which also scores assessment instruments. English and math placement testing is overseen by a college-wide committee. Much effort has been expended over the last five years to improve placement and thus retention for students in these classes. Tests and scoring equipment have been changed to provide more thorough evaluation, computerized scoring, and data storage for research purposes. Last year an essay for class placement was

added to the English portion of the test as funds became available to pay readers.

The college has well-developed articulation agreements with many major four-year colleges and universities, so students can be certain that courses will transfer and meet general education and major requirements.

While the Counseling Department has a strong commitment to help students with academic, career, and personal counseling needs, a number of factors prevents the counselors from functioning adequately in many areas. These factors include the loss of several positions, inadequate facilities, and lack of equipment.

The Financial Aid Program has undergone dramatic changes in the last five years as a result of going from a college-based operation to a centralized processing system and then back to a decentralized college operation. External agencies which regulate eligibility and processing procedures have also created pressures. However, the staff maintains an up-to-date and professional system so that all students receive the maximum assistance to which they are entitled.

Standard Five: Community Education and Services

The Community Services program offers classes in a wide variety of subject areas designed to meet the interests and needs of the community; it is often the main contact with the college for those who enroll.

The staff is classified personnel under the supervision of the Office of Administrative Services, and attempts are made to avoid duplication of classes with LAVC credit courses. A strong difference of opinion about the organization of the Community Services program is to be noted.

The Community Services personnel believes that its classes are an integral part of the educational program, with the goal of offering a variety of programs to those community people whose educational and recreational goals do not necessarily require college credit. Community Services personnel believes that only suitable and well-received programs are offered; management and support staff do not proliferate beyond available income, and the community's needs are being met.

The college faculty believes that the college would be better represented to the community if the Community Services program were returned to academic supervision and subjected to an approval process similar to the credit curriculum. Staff that teaches Community Services classes should be carefully screened for subject competence, not appear to be part of the regular college faculty, and not offer courses that conflict with the credit curriculum. Efforts to create a formal review process have had little administrative response to date.

Standard Six: Learning Resources

In fall 1986 seven vocational departments combined resources from the Vocational Education Act to create the Center for Computer Assisted Instruction in Vocational Education (CCAIVE), a networked microcomputer facility to serve its students' needs. The project's major goals were state-of-the-art training and access to tutorial software. Once CCAIVE was in operation, its use expanded rapid-

ly. No organized structure or chain of command is in place to handle issues or problems that may develop, because CCAIVE is not part of the departmental structure.

The condition of many of the learning resources is currently inadequate in staffing, level of service, accessibility and currency of equipment, and physical space, yet these resources continue to experience increased use. Especially serious problems exist in the Learning Center and in Instructional Media Services (IMS). The Learning Center provides a wide variety of individualized instructional media materials recommended or required for coursework. IMS is an instructional resource intended to support classroom teaching with films, videos, slides, and other media materials. Massive cuts in its budget have reduced it to a shell, and the administration needs to recognize the importance of IMS to the goals of the college. The library has experienced a reduction in personnel and periodicals, and there are many collections older than ten years in areas where technology has changed significantly.

Standard Seven: Physical Resources

The forty-year-old campus covers an expansive area of 106 acres, with 26 permanent structures and 34 temporary buildings. It is a reasonably safe, generally pleasant, and well-landscaped environment. Most academic departments have adequate space; however, laboratory programs in areas where curriculum is constantly changing, because of advances in technology, need more space. Because the college is the age that it is, future emergency repairs will increase while planned maintenance is limited. Some physical improvements have occurred in the last five years although air conditioning, which has been a major priority, has not been funded.

An inordinate quantity of equipment is obsolete or in disrepair. Little or no funding is available for new purchases or maintenance. Security for equipment has been a college issue with no significant alarm system installed despite recommendations for one. Purchases are often made without coordinating the needs of the users with the resources of the maintenance staff. As a result, the choice may not be simultaneously beneficial to both maintenance and instruction.

Standard Eight: Financial Resources

The Los Angeles Community College District receives funding at a state-established level using a formula dependent largely on weekly student contact hours (WSCH) generated by the district over a three-year period. At the college level, the budget is developed after a series of meetings involving administrators and department representatives. Within a limited scope, the Budget Review and Program Evaluation Committee recommends budget priorities and policy for the coming year. The operational plan is written and submitted to the district in a two-component format. After discussions between the college and district, the college's final budget is adjusted and established.

During the last five years, the district suffered a major decline in average daily attendance which eroded its funding base. Significant dissatisfaction at the college results from its lack of autonomy in the

budgetary process and from the seemingly inequitable allocations from the district Budget Branch.

The controls for budget, expenditures, record-keeping, and reporting currently used by the college have usually resulted in expenditures being kept well within the budget. LAVC's effective financial management is illustrated by the fact that it was the only large college in the district to improve its instructional efficiency from fall 1982 through fall 1987. However, according to the college president, the college has been "consistently and relatively underfunded for its WSCH and enrollment. As a result of the cumulative effect of underfunding, the 1988/89 allocation will leave many of the immediate college needs underfunded and will provide no means for repairing long-term needs."

Standard Nine: Governance and Administration

Theoretically, the district and college have formal and well-enunciated policies regarding curriculum development, graduation requirements, special classes and services, instructional and academic standards, and personnel services. However, the district and college have operated quite differently from those policies. No regular governance system has ever been institutionalized nor has a process for consultation and decision-making been developed which operates as formally stated. Curriculum planning and development, staffing, and budgetary policies and procedures have all been centralized. This condition, coupled with deteriorating state financial support, has created uncertainty, loss of college services and authority, and lowered morale. The turmoil culminated in 1986 with layoff notices to 157 full-time certificated faculty and the termination of 26 classified staff.

With the election in spring 1987, the Board of Trustees was reconstituted, and some changes occurred, including (1) a board directive to develop recommendations for administrative reorganization and decentralization, (2) the resignation of the chancellor, and (3) the appointment of a new chancellor. With changes in district-wide councils and committees, it seems that a movement away from a highly centralized organizational structure has begun.

In the last year, the Board of Trustees, aided by the new chancellor, has begun to move some decision-making power back to the campuses. Presidents and colleges now have increased responsibility in hiring and program decisions. The classified service is currently undergoing a study to determine possible restructuring.

Standard Ten: District Relationships

The relationships between the Los ıgeles Community College District and the individual colleges are in flux, and the roles of the Board of Trustees and the district in relation to the colleges are changing. Following the layoff of classified and certificated staff in 1986 was the election of a new Board of Trustees' majority which pledged to restore the district's educational program excellence. Plans are completed to relocate the district offices, and review and revision of data processing services have been initiated. Most affected instructors have been returned to their original assignments; the waiver system of filling positions has been eliminated; and

the new chancellor has called for new planning and advisory committees to be formed.

There are many methods which provide for the flow of information in a timely and efficient manner; however, there are several areas where improved communications would benefit the college. These include restoring a full-time public information officer and a newsletter for campus staff and community organizations, using public information services provided by local nonprint media, and simplifying the communication process between the Board of Trustees and the various district constituencies.

Program development, especially on the district level, is cumbersome, and all agree some policy revision is necessary for the process to be efficient. The recommendations of the District Academic Senate about revising the regulations governing curriculum planning and development have not been acted on yet. In addition, a more open system of budgeting that involves a district budget committee, with appropriate representation of the district community, would encourage greater equity throughout the district.

In September 1988, the district's selection and hiring system for faculty, classified staff, and administrators was changed to allow the colleges more control over the selection process. A faster "Notice of Intent to Fill" system has replaced the slower waiver system.

ORGANIZATION FOR THE SELF STUDY

In the fall semester of 1987, the Academic Senate of Los Angeles Valley College voted unanimously to ask that the college president inform the accrediting commission of our desire to undergo a comprehensive visit for the fifth-year accreditation. Even though there had been no major changes in organization or personnel, it was felt that events of the last five years--more fully described under Standard 9--had been profound enough to justify the work involved in an in-depth self evaluation. The president approved the request and took the necessary action. With that decision made, the president and college leaders began making plans for the self study with a projected completion date of February 1989.

In a November 1987 issue of the *Faculty Bulletin* (and in subsequent issues extending into 1988), a call went out for applications for the position of chair of the Self Study Steering Committee and editor of the accreditation report. The chair, a regular member of the English Department, was appointed late in March and granted six hours of released time to carry out the responsibilities of the position.

As planning for the accreditation visit continued, the Academic Senate executive committee in January 1988 recommended that the college respond positively to a challenge by a new board member that it develop a comprehensive series of recommendations for the reorganization of the district's governance structure. The resulting analysis, "Recommendations for Administrative Reorganization/Decentralization of the Los Angeles Community College District," written in spring 1988, has provided critical support materials for the development of this self study.

In the meantime, organizational activities were underway. In addition to weekly notices in the *Faculty Bulletin*, a personal letter to all college personnel requesting their active support brought a response of 125 volunteers who were assigned to committees of their choice. At the end of April, an ad hoc committee of Academic Senate and AFT representatives and of college administrators selected the steering committee. The tentative list of the subcommittees was distributed, and the timetable was established for the completion of the self study. In May, the Academic Senate also formed an ad hoc committee to help in the planning for the accreditation visit.

The president presided over a college-wide meeting held on May 9 to mark the official start of the process and to offer her encouragement and promise of full support. Administration 112, which is being made into a professional library, was designated as the headquarters for accreditation and the repository for all accreditation materials.

On June 8, the president and a committee of other campus leaders met to appoint the chairs for the ten standards and name other persons, such as support staff, community members, and student volunteers, to specific committees. An important criterion was that each committee be composed, as far as possible, of individuals from all segments of the college, administration, faculty, classified staff, students, and community members. At the semester-end faculty meeting, the accreditation liaison office (ALO) briefly outlined the activities in progress and sketched the goals for the summer and fall semester.

Los Angeles Valley College is fortunate to have an experienced staff who works well together and is knowledgeable about the accreditation process. Almost all of the persons who had worked on the 1983 self study were still at the college and volunteered to participate again; among these were the chairs of most of the subcommittees. There are among the staff no less than ten persons who have served on the Accrediting Commission for Community and Junior Colleges and/or high-school accreditation teams as evaluators and who were able to lend their expertise to the process. In addition, a district vice-chancellor who formerly taught on this campus agreed to serve in the section on district relationships; numerous classified staff members from both clerical and crafts areas chose committees on which to serve; several student leaders accepted subcommittee appointments; and response from members of the community was gratifying. Clearly the college's goals of broad participation were met.

The summer of 1988 was used for additional organizational work that was essentially individual in nature: compilation of statistical information, development of ideas on the eventual format and plan of the self study, work by the graphic artist on a cover design, and production of sample page designs from the Center for Computer Assisted Instruction in Vocational Education. During this period, copies of the pertinent parts of the accreditation handbook and other materials were prepared for the members of all the subcommittees. The faculty chair of the steering committee and the accreditation liaison officer met frequently, either alone or with subcommittee chairs, to discuss and plan specific activities.

The college president presided over the first general meeting of the fall semester, again stressing the importance of the self-study process; the ALO identified the elements essential to a good report; the faculty chair outlined the general procedures for the committees. The meeting ended with individuals breaking up into their committee groups and planning their strategy with the chairs of their standards. Prepared packets of materials were distributed to chairs and individuals.

During the fall semester, activities included a progress report to the faculty at large and a meeting with the district's research-gathering office for additional statistical data. The steering committee and individual committees met frequently, discussed assignments, gathered data, interviewed appropriate personnel, collected documentation, and prepared drafts of their standards. Drafts were circulated within individual committees for consensus. The steering committee, making additional suggestions and refinements, reviewed each committee's work. The communiques documenting the activities of the self-study committee are included in the "Record of Self Study Activities."

The final report was compiled in January 1989 and distributed to the Board of Trustees, the steering committee, the ten standard committees, the Academic Senate, the Classified unions, the college president, the Associated Student Union, and individual staff members before being finally composed and submitted to Reprographics. Then the report was presented to the accrediting commission as a comprehensive self-study document which is supported by all constituencies of Los Angeles Valley College.

In addition to all the individual chairs and subcommittee members who are named separately in the standards to which they contributed, the following individuals have provided significant individual contributions to the self-study process. Their help was very important to the final appearance of the report.

Lila Chan *Graphic Artist*
Mark J. Pracher *Director, Center for Computer Assisted Instruction in Vocational Education*
Thomas J. Yacovone *Chair, Department of Sociology*
Max D. Hughes *Office Services Supervisor*

Documentation for the Accreditation Self Study

Those documents or publications that are applicable to more than one standard are listed, numbered, and filed as "Common Documents," and are included in the Table of Contents. All others supporting materials are numbered and filed according to the appropriate accreditation standard and appear at the end of that individual standard.

COLLEGE DESCRIPTION AND DEMOGRAPHICS

Los Angeles Valley College (LAVC) is one of the nine colleges comprising the Los Angeles Community College District. Founded in 1949, the college is now celebrating its fortieth anniversary of service to the residents of the San Fernando Valley, including primarily the communities of Van Nuys, North Hollywood, Sherman Oaks, and Studio City.

In its first two years the college was housed in temporary facilities at Van Nuys High School. In the summer of 1951, the college moved to temporary bungalows, most of which are still in use, on a 141-acre tract at its present location. The Los Angeles Unified District, of which it was then a part, subsequently took over a parcel of that land on the northeast corner of the campus in order to build U. S. Grant High School, thereby reducing the college area to its present 106 acres.

Except for the Women's Gymnasium and the Campus Center, which came later, most of the present permanent structures date from 1955. Ambitious plans for other construction, including a large cultural center to serve the entire San Fernando Valley area, were shelved with the passage of Proposition 13 and subsequent fiscal constraints.

After its founding in 1949, with a faculty of 23 and a student body of 440 its first semester, the college experienced the phenomenal growth typical of the post-war period and reached its peak enrollment of slightly more than 24,000 students in 1975 (DD1). Its present enrollment is approximately 18,000 students, and its staff--regular and part-time instructors, classified support personnel, and administrators--numbers about 800 persons.

Within the college's service area, employment is primarily in manufacturing, services, retail trade, and government. Although over half of the housing is still single-family dwellings, these properties are gradually being replaced by apartments and condominiums. With the changes in dwellings has come corresponding change to an older population.

Demographic changes within the San Fernando Valley as they affect LAVC are apparent. There now is a smaller percentage of younger students in its service area than in that of any of the colleges in the district, including Los Angeles Mission College, whose service area population is substantially less (DD2, DD3, DD4).

Public high-school grade enrollments, and therefore potential students, are projected to decrease for LAVC from about 4200 in 1987 to about 3700 in 1990/1991. Current enrollment figures for neighboring high schools are deceiving in that large proportions of students are bused in from the central city and these students are less likely to attend LAVC after high school.

For example, although Grant High School, located across the street, still has a population of about 3,000 students, about 70% of these students are bused from downtown Los Angeles. These factors add to the difficulty in recruiting full-time younger students.

Recruitment activities at the college include the institution of "spaghetti lunches" to which the entire faculty and administration of San Fernando Valley high schools are invited for the purpose of meeting their academic discipline or administrative counterparts. Representatives from CSU Northridge and UCLA, as well as representatives from the Los Angeles Unified

School District and the Los Angeles Community College District administration all attend.

Counseling activities have become more focused on the academic needs of high school students. The counselors attend college recruitment days at the local high schools and keep regularly scheduled appointments on the high-school campuses, as well as administer ASSET tests on those campuses for the convenience of students.

These recruitment efforts at the surrounding high schools and increased articulation activities, aimed at making the faculties of those schools aware of the strengths of the college, have resulted in a recent increase in the number of full-time, younger students, with a resultant increase in unit/load per student (DD2, Table 7).

Projections show that while the total population is expected to increase from 484,718 to 489,214 in the college service area from 1987 to 1990, the 18-19 year olds will decrease 3.5% from 9818 to 9476; the 20-24 year olds will decrease 10% from 32,431 to 29,175; and the 25-34 year olds will decrease 3.2% from 88,233 to 85,383. The 35-54 year olds will increase 10.3% from 123,175 to 135, 889.

Higher age levels are reflected in the large number of part-time students, of whom almost 80% are enrolled in fewer than twelve units per semester. The relatively low unit/hour load per student and the great percentage of students who attend only in the evening accentuate the fact that most are employed either full- or part-time while attending the college.

LAVC enrollment appears highest from zip codes within a four-mile radius of the college, principally from Van Nuys and North Hollywood. In the LAVC service area, the zip codes with the homes in which "No English is Spoken" also tend to be those providing the highest enrollment. A district report by Garcia (9/88) indicates that there are 23,000 persons, 18 years old or older, who speak no English at home. The report did not indicate, however, the percentage of those who spoke English outside of the home (DD4, Figures 8AB).

Fifty-eight percent of the weekly student contact hours (WSCH) generated by the college comes from the central service area, which includes those zip codes in which English is not spoken in the home. This section has the largest concentration of Hispanics in the LAVC service area. Hispanic enrollment has increased at a fairly steady rate, from 7.2% in 1972 to 16.8 in the fall of 1987. In view of the English language limitations and the fact that this concentration also is the largest one of Amnesty applicants, the college has done well in its recruiting in this minority area. Increased English as a Second Language class offerings in the college should help to encourage greater participation by the Hispanic population (DD2, Table 5 and Table 5.3).

The Asian college-relevant population has increased in recent years and now totals slightly more than 4%. The Black college-relevant population has never been large and has remained at about 2%. It is important to point out that LAVC attendance by these two ethnic groups substantially exceeds the percentage of those groups in the general population, more than 11% for the former and above 6.5% for the latter.

It should be noted, however, that Los Angeles Valley College is the most diverse college in its mix of socio-economic, ethnic, age, and other factors of this nine-college district (DD2). Approximately 40% of

its students come from outside of the college's normal service code area. We believe that these factors attest to the reputation and status of the college as a quality educational institution and explain why Trustee Arthur Bronson has publicly on more than one occasion referred to LAVC as the "jewel in the crown of the Los Angeles Community College District."

DOCUMENTATION

DD1 LAVC Total Enrollment, Fall 1949 - Fall 1988
DD2 Annual Information Digest, LACCD
DD3 Population Change in the LACCD
DD4 LACCD Enrollment by College and Area

PROGRESS IN RESPONDING TO PREVIOUS TEAM RECOMMENDATIONS

1. Quality of the Self Study

The next self-study report delineate clearly plans of action that specify how the needs identified in the self study will be addressed for each standard.

Each of the ten standards is clearly delineated into the areas of Description, Appraisal, and Planning. The Planning section specifies how the college will address the needs identified in each standard of the self study.

2. Response to Recommendations From the Most Recent Evaluation

Continued attention be given to specifying plans of action for problems cited in the self study, as was noted in the previous team's evaluation report in 1978.

Specific plans of action that respond to problems cited in the self study are identified in each standard.

STANDARD ONE: GOALS AND OBJECTIVES

3. The college consider creating a more detailed and specific set of measurable objectives which would serve to focus and operationalize the efforts to achieve the broader goals of the Institution.

The new catalog now in process will include a more precise delineation of the college's goals and objectives. Also, the College Annual Reports (1986/87) list more measurable objectives.

4. The college continue its efforts to work actively with the district in the development of district goals and assessment mechanisms.

In 1987 the district and the colleges worked together to develop and administer an English 21 (basic) exit examination on all campuses. This exam will be repeated in 1988 in order to gather data about the relative achievement in district-wide English 21 classes. In spring 1989, a district-wide Secondary Level English Proficiency test will be in place for English as a Second Language students.

5. With the assistance of the district, the college consider developing processes for the assessment of community needs and for the regular follow-up of students, consistent with the requirements of vocational education.

The Center for the Advancement of Business, Labor and Education, a program established in 1986, links businesses with the college in order to respond better to vocational education training needs and is currently conducting a follow-up study of the college's certificate completers.

6. The college consider establishing ways to measure the degree to which goals and objectives have been achieved.

There remains a district need for a distributed data processing system to enable the college to measure the success of its

programs and objectives and adapt these as the student population changes.

STANDARD TWO: EDUCATIONAL PROGRAMS

7. The college consider developing and implementing a method for curriculum and program planning and review.

All college programs and courses are reviewed and approved by a majority of the department faculty members, the appropriate dean, the Valley College Curriculum Committee, the Academic Senate, the vice-president of Academic Affairs, and the president.

8. The college develop printed materials describing occupational programs and sequence of courses and requirements necessary to complete the programs.

A review of occupational programs is underway so that course requirements are scheduled to enable students to complete their programs in two years or less.

The college has compiled brochures describing the occupational programs. The sequence of courses and requirements are listed in the catalog.

9. The faculty and administration clarify confusion that seems to exist concerning the legitimacy of remedial courses with the credit curriculum.

This situation continues to remain a community college issue.

STANDARD THREE: INSTITUTIONAL STAFF

10. The faculty and administration consider reviewing the part-time faculty selection practices keeping in mind the need to provide screening committees with an applicant pool that includes qualified members of protected classes.

The Office of Academic Affairs maintains personnel files of all current and prospective part-time instructors. Duplicate materials are sent to appropriate departments. Before an offer of employment is made, either a departmental chairperson or a committee of faculty from the hiring department meets with the applicants to verify interest, qualifications, and quality. Many departments maintain a list of such applicants from which selections are made when there are openings.

11. Attention be given to the expressed need for revising, updating, and redistributing the faculty handbook, and that consideration be given to the preparation of a part-time faculty edition for part-time teachers.

The *Faculty Handbook* is currently being revised and should be available this spring.

As a result of Proposition 13 and district layoffs that reduced the number of part-time faculty, there is less need for a part-time faculty handbook. Exceptions are the Mathematics and English departments. The English Department has compiled a handbook for new and part-time teachers.

STANDARD FOUR: STUDENT SERVICES

12. The role and priority of student services be articulated more clearly with resources directed accordingly.

Because of more pressing priorities and lack of funds, the goal of articulating the role of student services more clearly has not been achieved, but it is still a priority. Supervision of student services is divided between two administrators; consequently, coordinating objectives is more difficult than it might otherwise be. The participation of all Student Services staff in the matriculation program under one matriculation coordinator will have a unifying effect.

13. The student services staff develop improved methods of evaluation and planning to insure that services provided are those most needed and most responsive to the changing student population.

Much effort has been expended over the last five years to improve placement and thus retention for students in English and math classes. Tests and scoring equipment have been changed to provide a more thorough evaluation, computerized scoring, and data storage for research purposes. Student needs are assessed at placement test sessions that are scheduled over a span of several months prior to each semester.

When the matriculation program is fully implemented, it is expected that all new students will take the Introduction to College class.

A recent subscription to a computerized job search service enables the Job Placement Office to offer students a wider variety of employment opportunities.

The Financial Aid Office, despite dramatic changes in the last five years, maintains an up-to-date and professional system to insure that students who are awarded aid receive the maximum assistance to which they are entitled.

STANDARD FIVE: COMMUNITY EDUCATION AND SERVICES

14. The college consider establishing a more formal review process for community services courses so that all segments of the campus might become aware of its offerings.

A more formal review process for Community Services classes has not been implemented. The Valley College Curriculum Committee is working on a revision of procedures for establishing a Community Services class. The committee is addressing a review process that would insure that all department chairs know about Community Services offerings. However, with its limited budget and small staff, Community Services believes that the time and work involved in the curriculum review process would be difficult to implement.

The college faculty strongly believes that such a formal review process is urgently needed to screen staff, to review Community Services classes for the purpose of preventing duplication with the credit curriculum, and to avoid conflicts over facilities. While the faculty has made efforts to apply the existing guidelines and procedures concerning the establishment and review of classes and the scheduling of facilities, to date there has been little administrative response.

15. The college consider establishing a systematic method of information-gather-

ing to be used for program development and evaluation in community services.

If budget limitations eased, more systematic surveys of community needs and interests would be possible. Reinstituting the LAVC Community Services Advisory Committee would keep the college's ties with the community close.

STANDARD SIX: LEARNING RESOURCES

16. The college consider identifying appropriate levels of support it requires in each learning resource area and develop strategies to provide that level of support by maximizing the resources that are available.

In each of the three primary learning resource areas--Instructional Media Services (IMS), the Learning Center, and the library--there has been no stable funding level established since the last accreditation.

IMS has received no mention in the college's annual report from 1984 to the present. Graphic arts, formerly a part of IMS, has been transferred out and primarily serves the administration. Delivery service for equipment and materials has been eliminated, and new equipment has been purchased with categorical funds. Between 1985 and 1988 the motion picture collection has not grown, and production services are not available.

The Learning Center staff has been reduced to one consulting instructor, and the positions of certificated English instructor, audiovisual technician, and intermediate clerk-steno have been eliminated. There is no separate budget to purchase materials.

In the library, periodicals have been reduced from 432 to 375. Saturday hours are funded by the Associated Student Union and are not part of the college budget. Since 1983 the library staff has been reduced by three librarians and more than five student workers.

STANDARD SEVEN: PHYSICAL RESOURCES

17. The college consider establishing clear priorities for the restoration of needed equipment and building maintenance as funds become available.

Plant management has a detailed plan for deferred maintenance of equipment needing repair. A building committee of certificated, classified, and administrative personnel makes recommendations for new construction as funds become available.

The last five years have seen some physical improvements in the college.

- Monarch Hall, the student cafeteria, the second floor of Campus Center, the football locker room, and several bungalow classrooms were refurbished.
- Roofs on eleven buildings have been replaced.
- The air conditioning in the library and art building was replaced.
- The stadium was repainted, and some tennis courts were resurfaced.
- All permanent buildings have ramps and modified restrooms for hand-

icapped access. Of the sixty-seven bungalows, twenty-three are ramped.

- Every parking lot provides a handicapped area.

- Two new instructional facilities were installed: a learning laboratory for the electronics' computer repair program and a faculty-support resource center with data processing facilities.

18. The district consider raising the ceiling on local repair work before requiring bidding and that an effort be made to streamline purchasing processes for supplies and equipment.

This limit was raised in November 1988, allowing some bids to go out, but there is a lack of personnel to do the repair work.

STANDARD EIGHT: FINANCIAL RESOURCES

19. The college continue to plan and establish priorities for program needs and services to be provided in the event that funds become available.

Priorities for program needs and services are given in the college's yearly operational plan. Those items for which funding is uncertain are classified in a decision package of Component II. As additional money becomes available, these decision packages are funded in priority order.

20. The college consider revitalizing the Program Evaluation and Budget Finance Committees which did not meet regularly during the financial crisis recently experienced in the district.

In this phase of the college's and district's existence, the new chancellor has called for changes which include forming planning and advisory committees (PAC) that will replace the older Budget Review and Program Evaluation Committee. The new PAC is intended to tie the planning and budgeting processes together and to insure that all constituencies are represented in these processes.

21. The college consider alternate resources to offset some portion of the loss of public funds.

The Patrons' Association will be restructured in spring 1989 and will continue as a nonprofit corporation for the purpose of accepting contributions on behalf of the college.

The faculty has developed specially funded programs that have generated approximately $3 million. The programs have enabled the faculty to acquire important equipment, develop expertise in emerging technologies, and create new curricula.

22. The college consider making available and accessible more copies of the publication budget.

The vice-president of Administration has recently agreed upon a request to access the Query Reporting System for any budget data with a one-day turnaround time. She has also agreed to have five copies of the Final Budget of the district available at the college.

STANDARD 9: GOVERNANCE AND ADMINISTRATION

23. The new management team at LAVC work together to fully articulate and under-

stand each other's assignments, to formulate clear processes for interacting and designating responsibilities in the future.

With the appointment of the new college president in 1981, the management team at LAVC meets regularly and works systematically to arrive at clearly defined and well-understood responsibilities. It is assumed that this relationship will continue in the future. Some work is shared at times, and the needs and goals of the college are integrated. Deans of Instruction rotate evening assignments; administrators on various levels, as well as faculty, assist during registration and enrollment periods; materials for mass distribution to prospective and enrolling students are prepared through cooperative efforts; and administrative staff collectively assumes responsibility for planning, welcoming, and serving luncheons to invited staff from neighboring feeder high schools.

24. A systematic educational planning process be reinstated at LAVC involving students, faculty, classified and administrative staffs. This process may consider educational priorities, given reduced resources; the changing demographic nature of the surrounding community and its concomitant effect on the college; the need to become better acquainted and involved with educational planning in the district.

The educational planning process is conducted systematically through the Budget Review and Program Evaluation Committee, the operational planning process, and the Valley College Curriculum Committee, which has a faculty majority but includes representatives of the administration and a student. Educational priorities and the changing demographic nature of the surrounding community and its implications are considered. An ad hoc committee of chairs of English, Speech, Developmental Communications, counselors, administrators, and the matriculation coordinator has begun to review the English as a Second Language program for needs related to demographics, coordination, and curriculum development. However, centralized decision-making has subverted college educational planning; a lack of adequate research personnel, equipment, and resources has limited the college's ability to address properly and fully the changes in demography and in concomitant needs.

25. The college consider evaluating their standing committees. Those that are beneficial could be retained and reactivated; those no longer serving a purpose could be eliminated.

The administration and Academic Senate are currently reevaluating and revitalizing the college committee structure, consistent with the demands of collective bargaining agreements, as part of a project to rewrite and update the entire *Faculty Handbook*.

26. The college bargaining agent and the faculty senate consider clarifying in writing a delineation of function if they wish to reduce confusion that exists on the issue at the district level and to outside groups.

The senate and bargaining agent continue to work effectively without a written delineation of functions agreement. Although the State Academic Senate has a position paper urging written delineation of function agreements, many faculty do not agree that these are necessary and/or advisable in all instances. However, language in the community college reform bill will require the Board of Governors (BOG) of the California Community Colleges to "review the Education Employment Relations Act, Chapter 10/7 (commencing with Section 3540) of Division 4 of title 1 of the Government Code,

with regard to the delineation of roles and responsibilities of the academic senate and the faculty bargaining agents . . . ." and to submit the results of the review and BOG recommendations to the Legislature no later than January 1, 1993. This review is to be made by a committee composed of representatives from "faculty and employee groups, collective bargaining organizations, and academic senates: which is to be convened by the BOG, if funds are allocated in 1992." The District Academic Senate is forming a task force to address the issue which will probably also be discussed in the AFT standing committee on professional issues.

27. The college consider developing a mechanism by which classified staff are included in the decision-making processes in areas of their competence and/or concern.

Currently, the classified staff is undergoing a study by a committee which includes representatives of classified staff collective bargaining agents for restructuring purposes.

Classified staff are included in all major college-wide committees: Budget Review and Program Evaluation, Affirmative Action, and Staff Development.

STANDARD TEN: DISTRICT RELATIONSHIPS

28. The district consider granting the college president more flexibility in determining the appropriateness of hiring new or replacement classified staff within budget parameters.

As a result of the decline in state funding in the early 1980's, the district assumed control of all classified and certificated hiring and instituted a de facto hiring freeze. To override this freeze, a waiver from the district office was necessary. This process has now been eliminated and replaced with the "Notice of Intent to Fill" system.

29. The district consider honoring the process of curriculum approval at LAVC although a district-level process may also exist.

In 1984 the faculty senates working in cooperation with the bargaining agent were successful in achieving a major revision in the administrative regulations (E-65) governing the district development of courses, programs, and curriculum policy. In the revised policy statement, the primacy of the college curriculum development process was affirmed, and for the first time faculty was formally represented on a district-wide curriculum development and planning committee. However, this process has seldom been honored to the faculty's satisfaction, and revisions are under consideration.

30. The district consider undertaking planning faculty and staff development activities fully involving the colleges in the process.

Under state-mandated AB 1725, a college-wide staff development committee has been established.

31. The district consider developing a means of providing research support for the local colleges to study the needs of their special populations and to assess the effectiveness of experimental interventions designed to improve instruction and to assist students.

The college has requested funding for a research position but, at the present time, has

neither the staff nor other resources to evaluate effectively its community to the extent desired and, in the meantime, must rely on district and external studies.

32. The district consider clarifying lines of authority and identifying areas of college and presidential 'autonomy.'

This process is now taking place through reorganization efforts and action of the present Board of Trustees and the new chancellor.

33. The recommendations of the Committee on Institutional Reassessment now forwarded to the chancellor be distributed to the colleges for reactions and broad-based participation in the setting of district priorities.

This recommendation is no longer applicable because the present Board of Trustees and the new chancellor are in the process of a district reassessment.

List of Common Documents

CD1	*Los Angeles Valley College (LAVC) Catalog*, 1988-1989
CD2	*LAVC Annual Reports*
CD3	*LAVC Schedule of Classes*, Spring 1989
CD4	Center for Business, Labor and Education (CABLE) Program publications
CD5	Community Services Schedule of Classes, bulletins, and brochures
CD6	Minutes, LAVC Academic Senate
CD7	Disabled Student Programs and Services (DSPS) materials
CD8	Update of Community College Transfer Student statistics, California Postsecondary Education Commission (CPEC), Fall 1987
CD9	*LAVC Faculty Bulletin*
CD10	*Los Angeles Community College District (LACCD) Administrative Regulations*
CD11	LACCD Final Budget Reports
CD12	LACCD 1987-1988 Third Quarter Budget Report and 1988-1989 Budget Projections
CD13	*LAVC Valley Star*
CD14	*LACCD Attendance Accounting and Grading Procedures*
CD15	*LACCD Personnel Guides*
CD16	*Certificated Agreement*
CD17	LACCD Affirmative Action Policy, Article XIII, December 5, 1979
CD18	*LACCD Commission on Reorganization, Report to the Board of Trustees*, August 1988
CD19	Counseling Department information sheets on LAVC Major and General Education (GE) Certification requirements
CD20	LAVC Annual Operational Plan
CD21	*LAVC 1983 Accreditation Self Study*
CD22	*LAVC Recommendations for Administrative Reorganization/Decentralization of the LACCD*--Submitted by the Faculty, Students, Administration, and Classified Staff, May 1988
CD23	*LACCD Board Rules*

STANDARD ONE:

GOALS AND OBJECTIVES

Marvin S. Zuckerman	*Committee Chair; Chair, Department of English*
John A. Clerx	*Matriculation Coordinator*
Louise D. Dean, Ed.D.	*Professor of Child Development*
Martin L. Hittelman	*Professor of Mathematics*
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Gloria R. Shiers	*Customer Service, Bookstore*
Brenda Sopher	*Secretary, English Department*
Jacqueline M. Stark	*Professor of English*
Edwin Young, Ed.D.	*Vice-President, Academic Affairs*

STANDARD ONE: GOALS AND OBJECTIVES

1A *The institution is guided by general goals and specific objectives which are consistent with the historical and legal mission of the public community college.*

DESCRIPTION

The goals of Los Angeles Valley College (LAVC) are in keeping with the mission statement adopted by the Los Angeles Community College District (LACCD) Board of Trustees. These are to provide comprehensive lower-division general education, occupational education, transfer education, remedial education, counseling and guidance, community services, and continuing education programs. These programs are appropriate to the communities served and meet the changing needs of students for academic and occupational preparation and for cultural understanding (CD1).

The college further identifies its goals (CD2) as providing

- counseling services directed toward identifying and fulfilling educational, financial, health, and other personal needs
- opportunities to recognize and further develop a sense of curiosity and the understanding of oneself and others in an atmosphere of freedom and open communication
- realistic experiences to develop and use problem-solving techniques in the achievement of stated objectives
- opportunities to explore, understand and participate in the governance of the college and in other social structures
- involvement of the members and resources of the community at large in the educational process in a participatory as well as in an advisory capacity
- opportunities to evaluate the effectiveness of the educational process in terms of the students' own goals.

The college is guided both in the development and implementation of these identified goals by the following specific objectives:

- to increase the enrollment of full-time students
- to increase the retention of enrolled students
- to increase the number of students transferring to four-year institutions
- to strengthen the vocational programs through more effective liaison with community employers
- to improve the counseling and advisement services offered to students
- to improve the physical facilities and learning resources which support the instructional program
- to develop a foundation to provide additional financial support for the college.

Course offerings allow students to meet their continuing education needs. Students wanting to upgrade their skills or broaden their knowledge may take courses from a variety of programs. Some district-wide discipline committees coordinate LACCD curricula (1.1).

Course offerings lead to fifty-two occupational certificate programs (CD4). Students also receive occupational training through the cooperative work experience program. Advisory committees for community businesses to articulate industry needs are held annually (1.2).

APPRAISAL

The college's goals have been realized in a number of ways. They are briefly outlined below and described in detail in appropriate sections of this report.

The college has an active and involved staff. Some faculty members serve on statewide committees with four-year faculty while other members of the administrative and instructional staff serve as curriculum consultants to high schools or teach college courses at local high schools. The college participates in articulation meetings with high schools and four-year colleges and universities (1.3).

The statistical information is available to use in evaluating the objectives of (1) increasing full-time enrollment, (2) increasing the retention of enrolled students, and (3) increasing the student transfer rate. The college has developed new advisement materials (1.4) and recruitment techniques directed specifically at high-school students and faculties.

The college has a well-developed academic transfer program with comprehensive offerings and student-centered scheduling (CD3). The college has sequenced course offerings so that students can transfer in two years. In addition, the college has developed the honors program through which it actively participates in the Transfer Alliance Program (TAP) with the University of California, Los Angeles (UCLA). Two instructors are on leave to UCLA where they teach or further develop TAP.

An extensive career and vocational education program strives to be responsive to community needs through its active advisory committees (1.2). In 1986 the Center for the Advancement of Business, Labor and Education (CABLE), a program which works closely with business and department certificate programs to train employees in industry, was formed (CD4).

The college has a comprehensive counseling program which, through its articulation activities, is working to assume a more aggressive role in meeting student advisement needs. The college is further developing its matriculation program by adding faculty advisors to supplement the counseling service. The college is also creating a transfer center. Other support services include job fairs, counseling, a career center which offers career planning and testing, and departmental activities (1.5).

Some additional improvements include

- a community services program that is continually revised to meet community needs (CD5)
- a coordinated English as a Second Language (ESL) and developmental skills program that helps students whose first language is not English to develop the English language skills necessary for college success (1.6)

- a reallocation of rooms currently in progress to serve disabled students more effectively
- an increase in instructional materials and equipment for the library.

IB *The statement of goals and objectives defines the degree of comprehensiveness of the institution and its distinctive nature.*

DESCRIPTION

The college's goals and objectives are matched by its programs. The catalog describes the history, goals, and educational philosophy of LAVC, as well as the functions of community colleges in general (CD1).

Consistent with stated goals and educational philosophy, the college provides a comprehensive academic program designed for the transfer student and articulated with the University of California and the California State University systems as well as with private institutions. The college also offers thirty-eight Associate degree programs leading to an A.A. or A.S. degree and forty-three vocational programs leading to fifty-two occupational certificates. Student services and community services are also available.

APPRAISAL

In recent years, much of the decision-making about program offerings has been strongly affected by several factors. One is the layoffs, transfers, and reassignments of faculty and the termination of staff that occurred in spring 1986. Another is the need to increase weekly student contact hours (WSCH) in order to retain state funding. Between fall 1985 and fall 1986, about 70% of the departments were reduced in full-time equivalents (FTE). However, since fall 1986, staffing has increased marginally.

While the major features of low-enrollment programs have been retained, some specialized courses have been reduced, and some have been cancelled, and class size is larger than desirable in other areas. In general, however, the college not only has maintained a comprehensive curriculum but also has broadened it by developing an honors program, by enhancing its ESL program, and by reintroducing forensics.

District and college staff conduct program reviews. While the college has participated in this process, at times its contribution was taken into consideration by the district staff too late in the review process to have any significant impact on the outcome. District-wide staffing considerations and decisions have resulted in college needs not being met. In addition, lack of institutional research staff has prevented an ongoing evaluation of the students' educational needs. However, this situation may change since the new chancellor has indicated a willingness to support research and development at each college rather than from a centralized location, but these activities will require distributive data processing in order to be effective.

District finances have improved somewhat, and AB 1725 should infuse new money into the college. If the new funding mechanism incorporated in the bill is implemented, the bill should allow for planning that is less dependent on WSCH. However, there is still concern that the district allocations to the colleges will follow historical practice rather than AB 1725.

IC *The goals and objectives are reexamined periodically with participation by all segments of the institution.*

DESCRIPTION

The goals and objectives are regularly discussed among the college administration and faculty when considering the following areas: curriculum development, articulation with high schools and four-year colleges and universities, advisory meetings with the business community, and the occupational training program.

APPRAISAL

The goals and objectives guide the planning and decision-making in the following ways.

The Goals and Objectives Committee reviews college policy (1.7).

The Office of Instruction develops annual reports (CD2).

The Valley College Curriculum Committee, the Academic Senate, and the college president review proposed changes in program and course offerings (1.8; CD6).

Annual advisory committees evaluate occupational education certificate programs (1.2)

The college distributes the catalog and schedule of classes widely among staff, students, and the community.

Department, counselors, and administrative staff participate in articulation meetings with four-year colleges and universities.

The Budget Review and Program Evaluation Committee recommends budget allocations for the college's activities.

The Associated Student Union (ASU) is allocated representation on a variety of college committees.

The CABLE program, established in 1986, links business with college course offerings in order to train employees.

PLANNING

The college plans to

- Clarify its goals and objectives so that they can be measured more effectively than has been previously possible. This plan is now in process as the new catalog is being written.
- Participate in the new chancellor's intention of having more research and development performed at the college rather than primarily at the district. Establishing a research position at the college to gather data about student needs and the changing student population is necessary in order to help long-range planning be successful.
- Use the new funding mechanism incorporated in AB 1725 in order to be less dependent on WSCH and to insure a more equitable funding allocation from the district.
- Make on-campus budget priority decisions through the Budget Review and Program Evaluation Committee that are consistent with funding allocations from the district; this plan should become effective soon.
- Increase community understanding and participation in developing these goals and objectives.

Documentation for Standard One

1.1	Minutes, District-wide Discipline Committees
1.2	Minutes, Department Advisory Committee
1.3	Newspaper article
1.4	College advisement materials High-school recruitment materials
1.5	English Circle materials Career Center brochures
1.6	ESL Brochure
1.7	Minutes, Goals and Objectives Committee, 1988
1.8	Minutes, Valley College Curriculum Committee

STANDARD TWO:

EDUCATIONAL PROGRAMS

Robert L. Sprague	*Committee Chair; Dean, Academic Affairs*
Kathleen Adams	*Associate Professor of Music*
A. Susan Carleo, Ph.D.	*Director, Center for the Advancement of Business, Labor and Education (CABLE)*
Augusta I. Chadwick	*Chair, Department of Computer Science-Information Technology*
Joseph Finck	*Professor of Engineering*
Gunar Freibergs, Ph.D.	*Professor of Philosophy*
Joseph C. Frantz, Ph.D.	*Professor of Biology*
Leo Garapedian	*Professor of Journalism*
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Paul Passno	*Professor of Mathematics*
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Robert T. Scott, Ph.D.	*Assistant Dean, Disabled Student Programs and Services (DSPS)*
Jacqueline M. Stark	*Professor of English*
Karen Timberlake	*Professor of Chemistry*
Dianne Wintrob	*Professor of Music*
Edwin Young, Ed.D.	*Vice-President, Academic Affairs*

STANDARD TWO: EDUCATIONAL PROGRAMS

2A *The educational program is clearly related to the objectives of the institution. This relationship between objectives and program is demonstrated in admission policies, curriculum content, and graduation requirements.*

DESCRIPTION

The college catalog lists the degree and certificate programs. The catalog (CD1) and class schedules (CD3) identify course prerequisites, graduation requirements, and descriptions of course content. All programs and courses are reviewed and approved by a majority of the department faculty members, the appropriate dean, the Valley College Curriculum Committee, the Academic Senate, the vice-president of Academic Affairs, and the president (2.1).

The objectives of the college's educational program are listed in the catalog. These objectives are met through the requirements for each major program, through degree and certificate requirements, and through general education (GE) courses.

The associate degree program offers two graduation plans for satisfying graduation requirements. Plan A is designed for majors with minimal lower-division requirements, and Plan B is designed for majors with high-unit lower-division requirements. The associate degree requires the completion of major and GE courses covering natural sciences, social and behavioral sciences, humanities, language and rationality, and health and physical education. The college also participates in GE certification to the California state colleges and universities.

Changes in Title V accompanied by changes in board rules (CD10) have resulted in the restructuring of GE requirements for the associate degree majors and the development of approved majors for the A.A. degree. As discipline majors were being developed and approved, a phase-in (interim major) policy was also adopted. Major content tends to fall into three main categories: (1) content parallels lower-division requirements of neighboring four-year institutions; (2) content parallels certificate requirements (e.g., electronics, respiratory therapy); and (3) majors broaden the students' perspectives with a focus in a specific discipline (e.g., psychology).

Course sequences for the transfer program are scheduled and printed in specialized brochures (2.2) to assist students with their program planning (2.3). Through course sequencing, the lower-division programs prepare students for transfer to baccalaureate-degree institutions. The catalog identifies the specific program requirements for CSU, Northridge; University of California, Los Angeles (UCLA); and University of Southern California (USC)--the four-year institutions most frequently receiving the college's transfer students.

Programs in the departments of English, Mathematics, Psychology, and Speech Communications and Broadcasting are designed to provide opportunities for students to develop and demonstrate competence in communication and computation skills (2.4). The Learning Center, the Center for Computer-Assisted

Instruction in Vocational Education (CCAIVE), and the Reading Center offer specialized programs to develop these skills (2.5).

The occupational certificate programs prepare students for employment and career advancement and retraining. These programs are reviewed annually by advisory committees that provide information about the job market and the skills and knowledge needed for success (2.6).

The Counseling Department's Career Center offers assessment information that helps students plan programs and select courses. The college's required assessment and advisory placement in English and math classes apply to all new students. Written and spoken English as a Second Language (ESL) testing and placement into ESL courses are recommended for nonnative speakers of English.

The Counseling Department has a counselor who specializes in counseling support to foreign students on F-1 visas (2.7). The Learning Center and CCAIVE provide individualized and small-group support programs for students with limited English proficiency. The English Department and the Speech Communications and Broadcasting Department have integrated programs designed for ESL students. The Disabled Student Programs and Services (CD7) has extensive course offerings and services to support students with special learning needs.

APPRAISAL

Course sequences for the certificate programs are reviewed each semester to insure that students can complete the certificate programs.

A review of occupational programs is underway to insure that course requirements are scheduled to enable students to complete their programs in two years or less.

All departments should continue to evaluate, revise, and update courses to maintain academic and professional standards, to meet students' needs, and to respond to vocational trends and college transfer requirements.

2B *Educational program evaluation is systematic, comprehensive, and documented, and forms the basis for planning, development, and improvement of programs.*

DESCRIPTION

Planning

The college has been involved in the long-term planning of a broad range of programs. These include transfer, associate degree, occupational certificate, general education, continuing education, guidance, and community services programs.

A major goal of the transfer process has been to recruit full-time students. Program articulation for the transfer program includes

- the development of the honors program for high-school students planning to transfer to four-year institutions
- the development of sequencing and scheduling of classes for transfer majors

- hosting a series of planned luncheons for faculty from feeder high schools and neighboring four-year institutions
- participation in the Transfer Alliance Program (TAP) with UCLA and the CSUN TriValley Alliance for Higher Education
- the development of a full recruitment package for athletes.

Program Review

Program evaluation is coordinated with budget review on an annual basis through meetings with the department chair, vice-presidents, and area deans. The operational plan is a guideline to evaluate future needs and planning for each department. Needs are evaluated and based on weekly student contact hours (WSCH), full-time equivalents (FTE), WSCH/FTE, average class size, and hourly rate, student-worker hours, and equipment.

Department chairs submit their requests for funds and staffing needs prior to a scheduled meeting to discuss program needs, determine goals for the department, and allocate funds based on those goals. Decision factors include interrelationships with other departments, potential alterations in enrollment, prior performance, special needs, types of classes (lecture/lab/lecture-lab),nature of classes, safety and health, and honors classes.

The discussion of needed resources includes the area dean. Equipment needs are submitted separately. The college Budget Review and Program Evaluation Committee, chaired by the president, reviews final results. Then the committee receives for final review all program needs and recommends priorities to the president (2.8).

The Valley College Curriculum Committee, chaired by the vice-president of the Faculty Association, has the primary responsibility for (1) curricular review and evaluation; (2) coordination and approval of all new course proposals; and (3) major revisions of existing programs. The vice-president of Academic Affairs is the committee's liaison with the president.

Advisory Committees and Community Involvement

The college has a long-established policy to provide advisory committees for its vocational disciplines (2.9). Distinguished business, labor, and industry advisors who comprise these committees represent a wide vocational spectrum. Because these individuals are directly involved in their fields, the advisors are knowledgeable about new developments and directions. Examples of some of the activities are the following.

- Advisory committees meet regularly to review occupational programs, update their content, and provide input to help satisfy the needs of the job market. In addition, the college sends instructors to various job sites to teach students at their place of employment.
- The Engineering Department has equipped several large trailers which were stationed at a number of plants and used to train employees.
- Some instructors have participated in an instructor internship training program funded by a grant developed by the college's Center for the Advancement of Business, Labor and Education (CABLE).
- The college has also produced brochures describing the occupational

program. The latest catalog lists the program's course sequences and requirements.

Follow-up Studies and Testing

All occupational certificate recipients between 1983 and 1988 are being surveyed about their job placement, transfer, and reasons for enrollment, including the upgrading of job skills (2.10). The Health Science Department also conducts a follow-up survey of its graduates (2.11). The CSU and UC systems issue yearly reports on LAVC students who transfer to their universities. The Mathematics Department has changed some course prerequisites and is evaluating pre-entrance testing based in part on overall retention rates (2.12).

APPRAISAL

The program review process is designed to provide active participation by faculty, and there is cooperation between administration and departments. Program articulation with feeder high schools and four-year institutions has been strengthened by the activities enumerated under "Planning" (2B Description). Enrollment of first-time freshman from feeder high schools has increased over the past five years (2.13).

The college is the second largest in the district in enrollment and has the highest counselor-to-student ratio (2.14). Because of the decrease in district funds and the district formula used to allocate funds to each college, the college has not been adequately funded in proportion to WSCH and enrollment (CD11). Based on WSCH/FTE, this college is the most productive in the district (CD12) but cannot adequately fund hourly rate requests and equipment requests for instructional programs.

Occupational certificate programs have been assisted by CABLE which began in fall 1986. The instructor internship training program, as a result of a successful grant developed by CABLE, has helped a number of instructors upgrade their technical knowledge and skills (2.15).

Lack of statistical data prevents computing the correlation between the occupational certificate program's stated goals in building skills and the actual number of students who transfer and are placed in jobs. If such information were available, it could identify attainable goals, measure the program's effectiveness, and justify its direction. With the community and businesses in flux, the activities of the program should be monitored to assure that its services respond appropriately. In addition, if the college had access to transferring students' transcripts, it could identify the extent to which students used their cooperative work-experience units.

Advisory committees for vocational disciplines emphasize the increased need for computers in the college's programs. Because their knowledge is current about controversial issues and industry trends, these committee members in the Computer Science-Information Technology Department are especially valuable in making equipment and software recommendations. However, few of the committees' recommendations are followed (e.g., installing a security system in the computer lab).

The number of student-athletes transferring to four-year institutions on scholarship has shown a modest gain since 1985 (2.16). The rate of decline of the transfer-student enrollment has slowed more than at other colleges in the district (CD8). What decline there has been should be reviewed

in relation to overall enrollment decline. The latest statistics indicate a .4% increase for CSU and a steady rate for UC (2.17)

2C *The institution has a systematic procedure for articulating its programs with high schools, baccalaureate institutions, and employers who hire occupational students.*

DESCRIPTION

High School Articulation

The college maintains strong connections with its area high schools by assigning individual counselors to twenty-three schools in the district. Each year counselors administer the ASSET Test to high-school students in order to identify the levels of their basic skills in English and math before students enter the college. After giving the test, a counselor contacts the high-school college advisor and makes appointments for counseling the students. During the meeting, the counselor advises the students regarding a college program and gives the test results to the high school. Counselors also attend a college recruitment day. In addition, high-school counselors are invited to meetings about the college's course offerings.

For three years, the faculty and administrators have hosted spaghetti luncheons at the college for the entire faculty and administrations of ten local high schools. At the luncheons, faculty discuss and share information about the curriculum and sequenced courses. Representatives from UC and CSU campuses also attend to discuss articulation with their institutions. High-school instructors then meet with the college faculty of their respective departments. Select high-school students also take campus tours arranged by the honors program coordinator.

Transfer Articulation

The college provides the lower-division general education and major courses for completion of the B.A. and B.S. at four-year colleges and universities. Curriculum proposals originate in individual departments, so chairs meet with high schools and baccalaureate institutions. There is one person at the district responsible for the articulation process.

The college participates in regular articulation and curriculum review with the UC and CSU systems. Articulation agreements are in place with several CSU branches to which a significant number of LAVC graduates transfer: Northridge, Long Beach, Los Angeles, Dominquez Hills, and San Luis Obispo. GE articulation exists with the UC at Los Angeles, Santa Barbara, San Diego, and Santa Cruz, as well as with USC and Loyola-Marymount. In addition, course-by-course articulation agreements exist for LAVC with UCLA and USC.

The information in articulation agreements with CSU, UC, and USC is accessible to transfer students in advisement sheets prepared by the articulation officer (CD19). Specific courses at the college are matched to their articulated transfer courses at each four-year institution by major. Transfer students receive help from a variety of sources in planning their GE and major courses for transfer: the counseling staff, the honors program and honors counselor, special advisement sheets, guaranteed sequencing of selected courses, and departmental and divisional faculty advisors.

The advisement sheets are a resource for the counseling staff and the honors counselor in helping transfer students select courses. Students interested in selected

majors at CSUN are guaranteed a two-year completion of transfer courses in their major.

The college initiated its honors program in 1986 by offering a selection of GE transfer courses that satisfy articulation requirements. Honors courses are offered in psychology, philosophy, geography, music, biology, history, and English. An honors counselor thoroughly reviews programs and helps honors students select their transfer courses. Other features include Honors Roundtable, application workshops, and tours to neighboring colleges and universities.

Faculty members from several departments and divisions now act as instructor-advisors by providing discipline-specific information to students interested in a specific major in the instructor-advisor's field. These faculty also serve as resource people to the Counseling Department.

Administrators and faculty participate in the TriValley Alliance made up of community colleges from the San Fernando, Conejo, and Santa Clarita valleys. In addition, faculty members from several departments meet with colleagues from UCLA, CSUN, and community colleges in discipline alliances to discuss updated educational information, course content, articulation agreements, and anticipated changes in their department offerings.

The California Postsecondary Education Commission (CD8) reports the number and performance data on transfer students. The UC and CSU systems annually report data (2.17) about transfer students; these data are reviewed by departments, administration, and the Counseling Department.

Occupational Articulation

The college annually reviews occupational certificate programs with advisory committees made up of representatives of the appropriate businesses or industries. The committees review the course program for its currency and its relationship to jobs. Jobs, careers, and their prerequisite skills and knowledge are also reviewed. Analyzing specific job requirements enables faculty-administrative committees to keep programs matched to occupational certification requirements (2.18).

APPRAISAL

Counselors assigned to area high schools have an excellent articulation program with these schools. The primary goal of gathering information about skills, needs, and plans of students taking the ASSET Test is important in developing and implementing a sound program of study. The recruitment effort, known as the Valley Connection, has greatly enhanced the coordination with each respective high-school department.

Sequencing and scheduling of courses for several majors were carefully designed by the articulation office and department chairs under the leadership of the president. This plan avoids conflict in required major courses for two-year transfers in biology, earth science, physical science, math, chemistry, and physics.

Faculty members have taken a greater responsibility for articulation by participating in alliance programs in their own disciplines. Instructors involved in interinstitutional teaching gain experience by working with lower-division students at a four-year baccalaureate institution, become familiar with the content and articulation of these course offerings, and promote

compatible courses with those at the four-year institution. Faculty from the Chemistry Department participates in this type of program by teaching an LAVC chemistry course at UCLA.

2D ***Through catalogs, bulletins, handbooks, and other nonprint media, students and the public are provided with clear, accurate, and helpful information about programs, course offerings, and alternatives available to help them attain their personal educational goals and meet institutional requirements.***

DESCRIPTION

Each year the college prints

- catalogs
- schedules of credit course offerings for fall, spring, and summer semesters
- schedules of noncredit Community Services class offerings
- brochures about the programs and courses offered in the various departments and disciplines (2.19)
- numerous flyers describing the certificate and degree programs available at the college (2.20).

Each year or semester, the information in the catalog and schedule of classes is updated to reflect changes in the college's and/or district's policies and procedures: college admission, grading policies, graduation requirements and prerequisites, certificate programs, educational mission, programs, course descriptions and transferability.

Student and faculty handbooks also include information about responsibilities and available services. The catalog, the schedule of classes, the schedule of Community Services classes, faculty and student bulletins, and the college newspaper contain pertinent college and district policies, including financial information: matriculation fee, tuition fees, withdrawal schedule, and time lines. Distribution includes mailing and/or delivery of these items to continuing and potential students, service organizations, high schools, libraries, and businesses. Publications and flyers are also displayed in many high-traffic college areas.

Several widely distributed periodic publications keep faculty, students, and visitors aware of current events, new and continuing educational opportunities, visits by non-college dignitaries, changes in curriculum requirements, certificate programs and graduation requirements, and services available to the college community. These include the weekly *Valley Star* (CD13) and *Faculty Bulletin* (CD9). In addition, the Financial Aid Office distributes material about grant and loan programs.

APPRAISAL

Every effort is made to insure that the college's publications are clear, legible, and accurate. All publications are subject to intensive review by departments and administration.

The college distributes these publications as part of its continuing effort to make the community aware of the educational opportunities. There is a tremendous volume of information to be cataloged and transmitted. Frequently, this information is in a state of flux. The work involved in maintaining the timeliness and accuracy of informa-

tion is crucial to the college's effectiveness. The continuing commitment to upgrade and expand its sources of information is shown in recent efforts to revise such bulletins as the faculty and student handbooks and counseling sheets. The dean of Student Affairs recently revised the *Student Handbook*, and the Academic Senate is currently revising the *Faculty Handbook*.

In the last two years, using special grant money including Adults Needing Training and Sex Bias Stereotyping, the occupational education departments have prepared a series of attractive brochures describing their programs (2.21). A notable addition is *The Career Line*, a special college publication for new students, which not only promotes gender equity awareness in career selection and the workplace but also has general information about career programs (2.22).

2E *Evaluation of student learning or achievement and awarding of credit in courses follow stated criteria.*

DESCRIPTION

The grading system follows policies stated in the catalog. These policies were outlined in Title V as interpreted by the State Chancellor's Office and were evaluated in the district committee on *Educational Needs, Goals and Resources* booklet (2.23) and the Matriculation Plan (2.24). The college's evaluation process has a diversity and continuity fully explained in catalogs, schedule of classes, faculty handbooks, course syllabi and outlines, and the *Attendance, Accounting and Grading Procedures* manual (CD14).

Evaluation criteria include the conventional letter grades; credit/no credit; credit by examination (2.25); transfer/no transfer units; and credit for nonaccredited instruction courses (e.g., military or law enforcement). The criteria regarding student status include standards for course repetition, withdrawal (W), incomplete (I), probation, awards, and dismissal.

APPRAISAL

Although policies for the W and I symbols are clearly defined, communication between administration and faculty might encourage stricter adherence to stated policies. One possibility might include a restatement of standardized policies in the *Faculty Bulletin* at grade time.

Course evaluation, including grading standards, was done recently by departments. In addition, holistic grading, a technique now being used district-wide, has been successful in the English Department (2.26). This grading method is used once a semester to evaluate the writing competence of those students taking English 28, a remedial writing class preliminary to English 101.

2F *Off-campus educational programs and courses are integral parts of the institution. Their goals and objectives must be consonant with those of the institution. The institution maintains quality control of these programs and provides appropriate resources to maintain quality.*

DESCRIPTION

Students can earn college credit through a work-experience program conducted by the Cooperative Education Department. Participants are recruited by literature distributed on campus. The department chair also contacts work experience coordinators and seniors at area high schools.

About four-hundred students are now enrolled in cooperative education courses. The department also offers a program of apprenticeship-related training for machinists, electronic technicians, and flightline mechanics. The training is provided to such locations as Lockheed and the National Tool and Machining Association. There are annually about fifteen apprentices in this program which is operated and evaluated according to the State Department of Industrial Relations, Division of Apprenticeship Standards.

The placement office works with cooperative education to advertise jobs in the community. It arranges an annual campus job fair attended by business and industry recruiters. Another option is weekly on-campus recruiting. The Career Center also offers extensive vocational testing and guidance counseling to help students select a vocation suited to their interests and capabilities.

2G *An accredited institution entering into any contractual relationship for credit programs or courses with persons or nonaccredited organizations, insures that educational and fiscal responsibility and control remain with, and are exercised by, the accredited institution.*

DESCRIPTION

The college has contractual agreements with several nonaccredited organizations for which it offers courses on-campus and/or off-campus. Both the credit and noncredit contract programs are taught by college faculty or faculty hired according to the district's procedures and standards.

Since 1982 the Engineering and the Office Administration departments have been involved in innovative educational training programs and courses with nonaccredited organizations. One program, funded by Employment Training Panel (ETP) (2.27), provided three specialized "high tech" advancement models: Computer Aided Design, Computer Aided Numerical Control, and Computer Aided Printed Circuit Board. The program involved several key local industrial and aerospace companies (e.g., Lockheed, Garrett, and Rockwell-Rocketdyne).

In addition to ETP grants, the Engineering Department has been successful in receiving an Employer Based Training (EBT) grant (2.27), sponsored by the California Community College State Chancellor's Office. Using a 50-50 matching fiscal arrangement--50% with private industry and 50% EBT grant--the college continues to provide off-campus training to local industries.

All contracts are processed by the district's contract division. All contractual agreements are consistent with the district's standards and requirements. All personnel are certificated. Course requirements adhere to college regulations governing courses. Letters of intent are on file and available for the various past and continuing on- and off-campus arrangements.

APPRAISAL

ETP, which is sponsored by the governor's office in Sacramento, contributed 100% of the costs for equipment and faculty. The program provided for the development of mobile trailers with state-of-the-art equipment and software which were housed at various local community industry sites from two to twelve weeks. During this time, college faculty worked closely with personnel at each industrial site and refined the up-

grade technology needed to instruct the companies' employees. In addition, software and equipment were modified to meet the needs of the individual training facility. Funds from ETP were also used in the Office Administration Department. Word processing technology and credit for one hundred hours of word processing instruction were provided for companies including Bank of America, Home Savings, Weber Aircraft, Bendix, Hughes Aircraft, General Dynamics, and Litton, in addition to those named previously. Employees received course credit and certification in specified word-processing areas.

Through the innovative process of ETP, more than one thousand individuals were served and, in return, the college personnel benefited from the expert training in state-of-the-art technology and equipment. As a result of this outstanding effort in off-campus training and education, one instructor received "Innovator of the Year Award--1987." In addition, the college received the prestigious "Keeping America Working Award" for 1987 by the American Association of Community and Junior Colleges.

EBT has carried on a tradition of high-quality educational advancement established by ETP for local industry. In addition, the college benefits from the current technological advances as faculty members return to the college and share their knowledge with the engineering students.

The Health Science Department maintains strong contacts with the health-care industry and continues to offer courses designed for registered nursing (RN) career mobility. During the past five years, the Nursing faculty has had a contractual agreement with Kaiser Permanente Hospitals to provide licensed vocational nurses with the necessary coursework to upgrade their education to RN level. Kaiser's employee-students have access to the college's regular clinical classes.

Contracts between the college and the various organizations or agencies have provided several advantages. There are financial benefits to the college and district as well as fuller use of teaching personnel, particularly at times of low enrollment. In addition, the transmission of state-of-the-art technology from on-site training back to the college has been an invaluable addition to the various department's curricula. The contracting organization receives employee-ladder preparation at the collegiate level.

2H *Noncredit courses and programs, whether offered on or off campus, are integral to the educational mission of the institution. The quality of planning, instruction, and evaluation for such programs is the same as for credit programs.*

DESCRIPTION

The only ADA-supported noncredit course is Learning Assistance 900, offered in the Learning Center. Approximately fifty students enrolled in fall 1988. This course was developed, is taught, and is evaluated in the same manner as are credit-program courses.

PLANNING

The college plans include the following areas.

Budget

- Develop an equitable and fair district-wide budget allocation process.

Curriculum Development

- Continue the initial development of a sequenced and scheduled program of courses for evening students, at the request of the president. This program will be reviewed by department chairs.
- Establish a formal transfer center.
- Create criteria for testing special language abilities.
- Develop and implement the college Planning and Advisory Committee to strengthen and stabilize the college's educational programs.
- Develop plans to formalize program review, including resource requirements.

Research

- Continue follow-up studies of certificate and degree recipients.
- Insure compliance with the college's requests for transcripts from four-year colleges and universities.
- Document skills acquisition as part of the evaluation process of college programs.
- Establish for the president a review process of advisory committee recommendations.
- Establish a research staff.
- Establish a business/industry liaison and grant writing staff.

Documentation for Standard Two

2.1	Curriculum Review Process
2.2	Transfer program brochures
2.3	Program planning form
2.4	Program information from English, Mathematics, Psychology, and Speech Communications and Broadcasting departments
2.5	Material from Learning Center, Center for Computer Assisted Instruction in Vocational Education (CCAIVE), and Reading Center
2.6	Information from advisory committees
2.7	Foreign Student Counseling Program
2.8	Operational Plan 1, Mid-Range Plan
2.9	List of advisory committees for vocational disciplines
2.10	Follow-up Study, Occupational Certificate programs
2.11	Nursing Discipline Program Evaluation
2.12	College summary of retention rates--Mathematics Department
2.13	Statistical sheet #2B-1
2.14	LACCD Counseling ratios
2.15	Instructional internship program
2.16	Monarch Football publication, 1988

2.17	UC/CSU Report data on transfer students
2.18	Occupational certificate requirements Advisory committee agenda
2.19	Departmental and discipline brochures
2.20	Flyers describing certificated and degree programs
2.21	Occupational education brochures
2.22	*The Career Line*
2.23	*Educational Needs, Goals and Resources* booklet
2.24	Matriculation Plan
2.25	Credit by Examination
2.26	Holistic grading material, English Department
2.27	ETP and EBT Proposals/Contracts

STANDARD THREE:

INSTITUTIONAL STAFF

Elizabeth S. Friedman, Ph.D.	*Committee Chair; Associate Professor of Chemistry*
Patricia K. Allen	*Professor of Sociology*
John T. Barnhart	*Assistant Dean, Admissions*
Pat Calder	*Professor of Speech*
Philip S. Clarke	*Professor of Mathematics*
Leslie A. Hoag	*Associate Professor of English*
Irene Jusko	*Community and Student Services Assistant, Extended Opportunity Program and Services (EOPS)*
George T. Kopoulos	*Assistant Dean, Administration*
Susan R. Pierce	*Lecturer in English and Reading*

STANDARD THREE: INSTITUTIONAL STAFF

3A *The staff is qualified by training and experience to achieve and promote the educational objectives of the institution.*

DESCRIPTION

Los Angeles Valley College (LAVC) is staffed by 285 full-time classroom faculty, 230 classified staff, 13 certificated administrators, 9 classified administrators, and 240 part-time classroom instructors.

The quality of the faculty members is appropriate for their assignments because each candidate is screened by a committee, the majority of whose members are from the candidate's discipline (3.1). Staff selection, retention, and advancement are governed by specific written criteria set forth in state credential requirements, district personnel guides (CD15), and collective bargaining agreements (CD16). An affirmative action officer, appointed by the president, monitors all hiring to insure that affirmative action policies are followed.

Specific written procedures are followed in filling all positions (CD15: B473). Criteria for staff positions are published, posted, and otherwise made available to interested parties (CD15: B533). Applications of candidates for full-time faculty positions are accepted at any time and kept on file at the district offices. Files are updated by district personnel so that a pool of applicants is available when an opening occurs. Administrative openings for positions below college president are published and advertised primarily within the nine-college district.

The procedures to select candidates for vacant positions of dean and assistant dean are clearly defined in the *Personnel Guides* (CD15: B456). The selection of employees to fill certificated administrative positions is made from lists of eligible candidates. The Personnel Services division conducts the evaluation of these candidates and places approved candidates on the appropriate eligibility list without rank (CD15: 10307). The college president presents a list of eligible candidates to a selection committee consisting of at least five appointed members. A majority of the committee is administrators with the college president, vice-chancellor, or a designee serving as chair. The committee narrows the applicants to three from whom the president selects two. These applicants are then interviewed by the chancellor whose recommendation is sent to the Board of Trustees for approval and appointment.

The selection of certificated and assistant deans since 1983 has generally followed traditional selection procedures. In actual practice, the selection committee usually consists of nine or more members chosen by either of the college vice-presidents. In addition to the required application form and three personal references, the applicants often submit a resume.

Classified administrators and staff are selected following similar procedures (CD 15: B456, B516). However, the Personnel Commission reviews job requirements and duties and makes recommendations directly to the Board of Trustees.

Applicants interested in part-time employment fill out a form (3.2) which is kept on file in the Office of Academic Affairs. Copies of the completed forms are forwarded to chairpersons of all appropriate depart-

ments. When a part-time position needs to be filled, applicants from this pool are contacted by the chairperson. A departmental interview, the extent of which varies with departments, is scheduled before the chair makes an offer of employment.

The college president is selected by evaluation procedures approved by the Board of Trustees (CD15: 10308). It has been the policy of the LACCD to establish a new set of criteria to select presidents each time a vacancy exists. The current process includes the following criteria: an earned master's degree; a minimum of three years' experience in a community college; and at least two years' experience in administration or management in business, industry, education, or government. A consulting firm screens candidates, and eleven members comprise the selection committee. Candidates are narrowed to six; then interviews reduce the number to three. The chancellor makes a final recommendation to the board.

Once hired, faculty members are evaluated every two years by student evaluations and a peer review process. Evaluation procedures are delineated in all collective bargaining agreements.

APPRAISAL

The manner in which full-time faculty is hired is appropriate and specific. Each department or discipline has a faculty hiring committee that interviews and recommends the best qualified person for positions in its area. A representative from the administration also sits on that committee. In addition to evaluating a candidate's preparation, experience, publications, and background, most department committees require a teaching demonstration and a formal question-and-answer period.

A more uniform hiring plan for part-time faculty should be instituted to insure the same quality in part-time faculty as in full-time faculty.

3B *There is a core of full-time faculty whose primary professional responsibility is to the institution.*

DESCRIPTION

Faculty responsibilities, with effective instruction being the primary one, are clearly documented (CD16, pp. 15-24; 3.3, pp. 41-45; 3.4). LAVC is a two-year school, and its students must also be prepared for their vocational fields and/or transfer to a four-year institution.

In addition to classroom hours, full-time instructors schedule required office hours for student consultation according to their teaching assignments (CD16, p. 18). Additional obligations include participating on committees and attending commencement (3.3, pp. 32, 68-69).

APPRAISAL

The number of students completing vocational certificate programs, earning two-year degrees (3.5), and/or transferring to other institutions (CD8) attests to the excellent instruction that the faculty provides. To complement classroom instruction, counselors advise students in selecting courses which complete LAVC requirements and also satisfy requirements at the institutions that accept the college's transfer students (CD19).

Presently LAVC has a total 311.5 full-time equivalents (FTE). Part-time faculty accounts for the remaining 282.1 FTE (80.6%). Of the 282.1 FTE, 68.8 are staffed

by full-time faculty members who have elected to teach additional classes (3.6). Some disciplines, particularly English and Mathematics, are seriously overstaffed with part-time faculty. During the spring of 1989, a full 50% of the classes offered in the English Department will be taught by part-time personnel; 44% of the mathematics courses will be taught by part-time faculty (3.7).

Improvements in the conditions for hourly rate instructors would do much to raise the morale and increase the quality of education. Some items include equal pay for equal work, remuneration for office hours and preparation time, and greater integration into departmental affairs. In one notable exception, the hourly rate faculty cooperate with the full-time faculty in the English 28 Departmental Essay Examination scheduled each semester. Part-time faculty who teach that course participate in the holistic grading of the exam during one afternoon reading session.

3C *The faculty is committed to achieving and sustaining high levels of instruction, and may provide special campus and public services in the community served by the institution.*

DESCRIPTION

The academic preparation of the faculty includes 49 doctoral degrees, 181 master's degrees, and 25 bachelor's degrees (CD1: pp. 138-145). In response to a recent survey, 16% of the faculty members reported on their activities beyond classroom and office hour commitments since 1983.

APPRAISAL

The commitment of the faculty is evidenced by the services which are briefly noted. Faculty members offer their services in more than one hundred community, state, and national organizations which improve the quality of life for residents of the Los Angeles community. Activities include membership in ninety-six local, district, state, and federal educational organizations. More than forty honors, grants, and endowments were received. Furthermore, faculty members are authors of more than one hundred articles and books in their fields of expertise. Thirteen serve as advisors to student organizations while numerous other miscellaneous enrichment activities are to be noted (3.8).

3D *The staff is sufficient in number and diversity of preparation to provide effective instruction and support services, while participating in educational planning, policy-making, and curriculum development. An effective staff development program is provided, and staff participates in its design and its activities.*

DESCRIPTION

Staff

Personnel Guides (CD15: B456, B459) outline the procedures for selecting administrators and classified staff respectively. The purpose of these procedures is to hire objectively the most qualified person available for the position.

Workloads for both certificated and classified employees are stated in the collective bargaining contracts. The certificated unit agreement lists the required number of teaching hours per week for instructors (CD16). The range is from twelve in English and developmental communications to twenty-one in certain trade and technical disciplines. The modal number of teaching

hours for instructors is fifteen hours per week.

Generally, full-time staffing is not sufficient to provide adequate instruction, instructional support, student services, educational planning, and curriculum development. The district's 1987/88 Final Budget Report (CD1), the latest available, gives a projected enrollment to counselor ratio of 2662 : 1 for 1987/88. In 1985, a faculty retraining program--used by seventeen faculty in the district--was developed for those in declining disciplines in order to provide opportunities to retrain in a new field. The vacancy of multiple classified positions throughout the college results in inadequate functioning of many departments and offices. Because of declining student demand in three different instructional areas, five instructors have been reassigned to new disciplines in which they also hold credentials. Of this number, two are currently completing course work in their new teaching fields.

Staff Development

The Center for Professional Development of the Division of Human Resources for both certificated and classified employees has organized staff development programs at the district level. The center's spring 1988 brochure (3.9) offered nine programs at the college during that semester. Of these, two were intended for faculty while the remaining seven were offered for classified staff or both classified and certificated employees. On an informal basis, the Center for Computer Assisted Instruction in Vocational Education (CCAIVE) has provided faculty, classified staff, and administrators the opportunity to become familiar with the center's computers which are available for instructional use.

The collective bargaining contracts for the certificated unit and for the five classified units contain provisions which encourage individual professional growth. For example, the contract for the certificated unit provides $50,000 district-wide per fiscal year for professional development. From the fund any faculty member can receive up to $1000 in any year for tuition reimbursement not to exceed 50% of the actual tuition. Also, faculty members have $60,000 district-wide per fiscal year to support convention and conference attendance. The contract provision that a sabbatical leave for up to one year at half pay be granted to any faculty member upon application is a stimulus to professional development.

The contracts for each of the classified units contain provisions for retraining and study leaves at no less than one-half pay. The contract for the clerical and technical employees unit provides released time for employees taking college courses for career development. Employees are required to make up one hour for every two hours released from work.

Under state-mandated AB 1725, a new staff development committee has been established with representation from the Academic Senate, AFT Faculty Guild, classified bargaining units, and administration. A staff development plan for 1988/89 has been submitted to the district and subsequently to the state.

An Employee Assistance Program is an entity outside of the district structure. It was established by the district, in cooperation with the collective bargaining agents, to provide professional and confidential help to employees and their families who want help in resolving personal or job-related problems. A consultant who is paid by the district runs the program but works independently of the district (3.10).

Activities

Policies regarding the obligations and responsibilities of full- and part-time certificated staff are printed in several places: (1) the bargaining agreement for the certificated unit; (2) personnel guides issued by the Division of Human Resources; and previously (3) the *Faculty Handbook* (3.3), which is expected to be reissued in spring 1989. Each new hiree is aware of the duties and responsibilities of the position from the brochure describing the position. Also, each instructor receives a copy of the student attendance regulations (CD14).

The English Department has compiled a handbook for new and part-time teachers (3.11).

The certificated staff participates in the development and review of institutional policies through membership in organizations:

- the AFT Faculty Guild, the collective bargaining organization
- the Academic Senate, whose members are elected at large from the faculty
- the Departmental Council, composed of the department chairs
- the Valley College Curriculum Committee, with twelve of its fifteen members coming from the faculty
- the Budget Review and Program Evaluation Committee
- the Affirmative Action Committee.

Policies regarding the obligations and responsibilities of the classified staff are also detailed in several places: (1) the bargaining agreements; (2) relevant personnel guides; and (3) previously, the *Classified Staff Information Handbook* (3.12). Job descriptions for classified positions are published by the district's Personnel Commission.

Classified employees participate in policy development and review in the following ways:

- membership in their particular collective bargaining organizations
- representation on the Budget Review and Program Evaluation Committee
- membership on the Affirmative Action Committee.

APPRAISAL

There is not sufficient staff especially in the areas of student services and instruction. The projected enrollment to counselor ratio is far higher than for the three other district colleges of comparable size. Doubt exists that the number of counselors is sufficient for the requirements of the matriculation program. In fact, the ratio of student services expenditures to enrollment has been the lowest of the nine colleges in the district for each of the last three years covered in the budget report (CD11).

LAVC has also lagged behind all other district colleges in the ratio of instructional support expenditures for average daily attendance (ADA) for the past three years. The Learning Center and Instructional Media Services (IMS) have been drastically underfunded. Since the senior IMS audiovisual technician has not been replaced, maintenance of equipment there has suffered. The loss of an English instructor on special assignment, an audiovisual technician to serve the evening students, and an intermediate clerk-steno

has adversely affected activities in the Learning Center.

There is presently a committee of the Academic Senate concerned with faculty staff development, but there has been no active classified staff development committee. With the implementation of AB 1725, it is anticipated that there will be more emphasis on staff development.

The *Classified Staff Information Handbook* is obsolete and in urgent need of revision and distribution.

3E *Institutional policy regarding the safeguarding of academic freedom and responsibility is clearly stated and readily available.*

DESCRIPTION

Policy on academic freedom is stated in the *Faculty Handbook* that was revised in 1980/81 and 1981/82 (3.3). This subject is also addressed in Article 4 of the agreement between the Los Angeles Community College District and the American Federation of Teachers Faculty Guild, Local 1521, CFT/AFT, AFL/CIO in effect from 9/30/87 until 9/29/90: "The faculty shall have the Academic Freedom to seek the truth and guarantee freedom of learning to the students." College policy regarding academic freedom states, "We further recognize that academic freedom is essential to excellence in education" (CD1, p. 6).

APPRAISAL

Statements regarding academic freedom are published and readily available at the college. There appear to be no published policies which inhibit faculty from being secure to teach and participate as responsible citizens in a scholarly way, nor are there any plans to change the existing policy. As evidenced by the union agreement, the faculty protects the academic freedom of its members.

3F *Personnel policies and procedures affecting staff are clear, equitable, and available for information and review.*

DESCRIPTION

All personnel policies and procedures affecting staff originate at the district and are kept locally in the personnel office. Information about these matters is published in the *Personnel Guides* (CD15) which is available for review. All vice-presidents have an administrative guide that addresses specific personnel items (CD15: B516 and B556).

Information about salary benefits, evaluation, and personnel procedures is part of the collective bargaining agreements for both certificated and classified staff. These items are negotiated by respective bargaining units in compliance with accepted procedures and practice. Staff members have copies of these agreements.

A policy regarding privacy of information is clearly stated and available in the *Personnel Guides* and *Board Rules*. Adequate statements of affirmative action policies are published on every job announcement and followed when candidates are interviewed.

A systematic process for developing and approving policy exists at the district level. Local policies and procedures are developed by committees involving administrative and faculty participation within district guidelines. Union contracts often direct these policies.

APPRAISAL

Certificated and classified salaries are lower than comparable positions in other California community colleges or private industry, but supplemental benefits to all staff are good.
Procedures and criteria for personnel appointment, evaluation, retention, advancement, and due process are explicitly stated and readily available. The policy regarding privacy of information is adequate and works satisfactorily. Personnel guides and other documents available on campus and at the district Personnel Commission clearly outline the provisions for staff involvement and selection. All planning is controlled at the district level by committees and commissions.

The Personnel Commission's policies are, at times, subjective and inequitable in interpretation. Procedures at the district and the lack of proper job classifications and testing procedures to meet the unique requirements of some positions often delay or prevent the filling of open classified positions. District policies should be broader, and some policies and procedures should be decentralized to the individual colleges.

Filling LAVC classified positions is now a college procedure (3.13). The college advertised for the first time in a local newspaper for individuals interested in clerical positions. The response was overwhelming with 160 inquiries from one weekend advertisement. Of those, forty-five applicants took the test (3.14).

The affirmative action policy (CD17) is consistently applied but is weakened by the limitations of hiring "qualified" classified applicants based on district standardized tests. Since classified staff hiring is done from lists developed only from this testing, the intent of affirmative action is difficult to attain in practice. A district-wide Classified Restructuring Study is currently evaluating the appropriateness of the existing job classification structure.

PLANNING

The college plans to

- Evaluate the development and approval of existing district policies and procedures; the Commission on Reorganization has already met and submitted its recommendations in August 1988 (CD18).
- Recommend that the personnel policies at the district level be simplified.
- Reissue a current faculty handbook in the spring of 1989; revision of the old document is already in process, and upon its completion, faculty will receive updated copies.
- Explore ways to increase the ratio of full- to part-time faculty.
- Find ways to integrate part-time faculty into departmental activities.
- Address the need for staff development programs for administrative, certificated, and classified staff. These programs will have funding through the implementation of AB 1725.
- Consider regularly advertising in local newspapers for applicants interested in either full- or part-time classified and certificated positions to file their papers with the LACCD.

Documentation for Standard Three

3.1	Personnel Operations Branch: Forms C685, C594-5, C306-5, C193-6, C588-3, AAP f16b
3.2	Employment Application form
3.3	*LAVC Faculty Handbook*
3.4	"Specifications" from the District Office
3.5	LAVC Thirty-Eighth Commencement Program
3.6	"Departmental Organization" and "Evening/Hourly Rate Fall 1988" Compilations from Vice-President's Office
3.7	LAVC payroll records Budget notebook of Vice-President, Administration
3.8	Survey of the LAVC Faculty, Fall 1988
3.9	*Center for Professional Development* catalog, Spring 1988
3.10	Employee Assistance Program
3.11	*English Department Part-time Handbook*
3.12	Inter-Office Correspondence forms: "Request for Waiver," (form C902-9) and "Intent to Fill Position," (form 902A)
3.13	Newspaper advertisement for clerical positions

STANDARD FOUR:

STUDENT SERVICES

Ann B. Morris	*Committee Chair; Professor of Counseling*
Annabelle Acuna	*Financial Aid Clerk*
Kathy J. Adler	*Counselor, Disabled Student Programs and Services (DSPS)*
Doris Davis	*Instructor in Family and Consumer Studies*
William Edler, Ed.D.	*Professor of Speech*
John E. Gipson	*Assistant Dean, Extended Opportunity Program and Services (EOPS)*
Verda M. Griner	*Professor of Counseling*
Irene Jusko	*Community and Student Services Assistant, Extended Opportunity Program and Services (EOPS)*
George T. Kopoulos	*Assistant Dean, Administration*
James I. Marteney	*Professor of Speech*
Synthia R. Saltoun, Ed.D.	*Professor of Counseling*

STANDARD FOUR: STUDENT SERVICES

4A *The institution has a systematic procedure for determining the needs for student services and for involving staff and students in developing and evaluating those services.*

DESCRIPTION

The organization of student services at Los Angeles Valley College (LAVC) involves a dean of Student Affairs, although that person is not responsible for the majority of student services. These responsibilities are divided between the vice-presidents of Academic Affairs and Administration. Budgetary considerations govern the initiation of programs in this area.

The goals of student services are published with the goals of the college (CD1, p. 5), and student services are described individually. Many services have developed common objectives of increasing retention and achievement and of encouraging participation and success among special groups (e.g., minority students, students on probation, and returning adults).

Since 1985, all entering students registering for at least six units have been surveyed (4.1) about their needs and interests at an English and mathematics assessment session. This policy continues although, under matriculation, the guidelines for exempt vs. nonexempt students have changed slightly.

APPRAISAL

The administration of student services is fragmented. An informal survey (4.2) of forty faculty and classified staff to evaluate the effectiveness of student services suggests that, since student services is no longer a copartner in the educational process, its effectiveness is unclear. Its role needs to be clarified, and both faculty and staff need to identify their respective functions in the partnership. Services, provided from multiple locations, are split among several administrators. There are no policies for initiating programs and services. However, this fragmentation can be corrected through goal setting.

Procedures exist to evaluate many of the student services although lack of personnel and clerical support prevents much evaluation.

In 1987 the system for storing and retrieving data about student interests and needs was changed to the more efficient Assessment, Placement and Management System (APMS) which also scores assessment instruments. Mailing labels and information about needs can currently be generated as needed or requested and then be sent to the various areas or services where students have expressed such a need or interest (e.g., Child Development Center, Career Center, academic areas). Budgetary restrictions prevent the tracking of students to evaluate whether objectives are being met. However, more effort to appraise and track student needs, program development, and outcomes is needed. The APMS works well although lack of funds has often prevented the implementation of new programs to fill these interests and needs.

A person has been designated to be responsible for the matriculation process.

Through matriculation activities, the college is exploring and developing ways, such as APMS, to assess and meet student needs and to evaluate student services more effectively. In the future, matriculation with its precisely stated and measurable goals will greatly help to improve goal setting in these areas. A college-wide matriculation committee will work to generate overall plans and policies for most student services. A district-wide committee has already been set up. The college will be able to work with the district through the matriculation coordinator to develop a college/district data processing system that will match student needs with services and evaluate the use and outcomes of these services.

4B *The institution's programs and services support institutional objectives.*

DESCRIPTION

Admissions and Records

Registration methods include (1) on-line registration with counseling, registration, and payment of fees, (2) priority date mail-in registration for continuing students, and (3) in-person on-line registration. New students choose regular or mail-in registration or on-line registration by appointment. Drops and adds are processed by the Office of Admissions and Records according to scheduled dates.

The *Directory of Transfer Credit Practices* (4.3) is used as a guide to all accredited U.S. schools. The policy regarding credit for courses completed at nonaccredited institutions is included in the college catalog (CD1: p. 71) and is uniform throughout the Los Angeles Community College District.

The college participates in a district-wide student data and transcript file through a centralized computer system. This information is on-line and dates back to spring 1974. Earlier transcripts are on microfilm. Grade records inactive for two semesters are archived but can be retrieved on terminals when requested. The Office of Admissions and Records keeps permanent rosters in a vault. The college follows the Family Education Rights and Privacy Act of 1974 by keeping all student records confidential with access limited to authorized personnel.

Articulation

The college has full articulation agreements for the major and general education (GE) requirements with California State University at Northridge (CSUN), Long Beach, Dominguez Hills, and San Luis Obispo. GE and course-by-course articulation exists with UCLA, CSUN, and USC. GE requirements only have been established at the University of California at Santa Cruz, San Diego, Irvine, Santa Barbara, and Berkeley, and at Loyola Marymount. All formal articulation procedures come through the district office with individual colleges responsible for distributing this information to students, faculty, and administration.

Counseling Services

Each semester a counselor, in conjunction with the English and mathematics assessment program, gives an orientation to all new students enrolling in six or more units. Orientation of new students includes an explanation of the registration packet, how to plan and schedule classes, interpretation of assessment scores, survival techniques, a description of student services, and the locations of the library and Learning Center. Making appointments with a counselor each semester is emphasized.
The Counseling Department provides

academic, career, and personal counseling to students individually with appointments, on a drop-in basis, and with groups in personal development classes. Academic counseling includes assisting students in planning and implementing short- and long-term educational goals consistent with students' aptitudes, resources, and experiences. Counselors discuss academic options of transfer, two-year degree plans, employment-oriented certificate programs, and remediation and enrichment programs in terms of these goals. Athletes, honors students, nursing majors, respiratory therapy students, and veterans have assigned counselors. Other counseling includes an annual college day in the fall, an annual career fair in the spring, career counseling in the Career Center, and career planning and personal development courses.

Specific Student Services

The college also offers specific services for the **disabled, foreign students, veterans, older and single-parent students**, the **educationally and economically disadvantaged**, and those with special needs.

Disabled students receive support from Disabled Student Programs and Services (DSPS). An administrator, two part-time counselors, a learning disabilities instructor, an adaptive physical education (P.E.) instructor, student assistants, and tutors staff the program. Counseling provides academic, vocational, and career planning; adaptive P.E. offers special programs. A computer lab has tutorial programs and equipment to serve the disabled. The Learning Disability Center offers assessment, personal development courses, and tutoring (CD7).

Foreign students with an F-1 visa are admitted to the Foreign Student Program after completing the application requirements that include an English evaluation and verification of financial funding. Regular counseling and registration assistance are available.

Veterans have specific educational benefits that also extend to widows and orphans. A counselor is available to assist with the benefits and answer questions about standards of attendance and other regulations.

Returning students are helped by the Single Parent/Homemaker Program which conducts regular workshops and produces handbooks that assist students with their education and successful transition to employment. The program identifies and serves about five hundred students annually. Because this program is funded solely by the Vocational Education Act (4.4; 4.5) funds, it focuses on vocational students.

Extended Opportunity Program and Services (EOPS) supports **educationally and economically disadvantaged students.** Five areas include outreach, college recruitment and orientation; counseling; instructional support services; financial assistance; and university transfer programs (4.6). Six times a year the office publishes a newsletter (4.7).

Vocational students use the Center for Computer Assisted Instruction in Vocational Education (CCAIVE). The center has thirty-five VEA-funded computers and a large variety of tutorial software. The center serves vocational students, emphasizing skill enhancement for academically disadvantaged and limited English students (4.8).

Students can participate in **student government**, write for **student publications**, locate **job opportunities**, apply for

financial support and **scholarships**, and compete in **athletics** through these services. In addition, there is a formal **grievance procedure.**

The college has a **student government**, Associated Student Union (ASU), that supports commissions and student clubs, encourages participation in college activities, and has a paid membership drive during registration. The student co- and extra-curricular activities are under the jurisdiction of the Office of Student Affairs and include the ASU Executive Council and college clubs. The ASU budget comes from several interest-bearing trust funds and dues from officially enrolled students, and it supports extra-curricular, recreational, and co-curricular programs and fifteen active clubs (4.9; CD10).

Specific guidelines are provided for the ASU, student body senate, and student publications.

Student publications include the *Valley Star*, a free weekly student newspaper; *Crown*, an annual magazine; and *Manuscript*, the literary magazine. In spring 1988 student journalists won several honors: at the Journalism Association of Community Colleges (JACC) State Conference, the *Valley Star* received sixteen awards and won first place for General Excellence, the highest award given by the JACC representing all the California community colleges and a few in Arizona. *Crown* received seven awards (CD13).

The Job Placement Office lists current **job opportunities** at the college and locally. It also holds job fairs and encourages businesses and employers to recruit and interview students. A recent subscription to a computerized job search service offers a wider variety of opportunities. One volunteer certificated person, one classified person, and student workers funded by the college work-study program staff the office which also coordinates LAVC jobs and places all college work-study students.

The Financial Aid Program provides **financial support** to students who can benefit from further education but need such assistance. Aid includes grants, loans, student employment programs using federal and state funding (one million dollars annually), and privately funded scholarships. The staff accepts about 1300 applications a year and makes awards to approximately six hundred students (4.10; 4.11; 4.12). The staff evaluates the applications to determine students' eligibility, calculates individual needs, packages the aid using the central Financial Aid Management System (FAMS), and processes the awards. The office also cooperates with the campus business office to disburse the funds.

The college is working to revitalize, redirect, and expand the student **scholarship program**. A new bulletin board in Administration is now exclusively for scholarship information and applications. Where they do not already exist, individual information sheets for scholarships are being prepared for posting and dissemination in the appropriate department and college areas.

The college participates in men's and women's **intercollegiate athletics** in the Western States Conference and follows this body's rules and regulations. Athletic directors stress effective academic planning as well as athletic success and development. The staff includes athletic directors for men's and for women's intercollegiate athletics and offers a broad range of team sports. While finances are much better for intercollegiate athletics than they were five years ago, support could be improved (4.13).

Provisions for students to resolve a **grievance** equitably are published and available in the college catalog and in documents located in the offices of Academic Affairs and of Ombudsperson (CD1, p. 77; CD10).

Food Service

The cafeteria provides food for students and faculty in several locations. To meet the needs of the changing student population, salad and sandwich bars and ethnic menus, especially Mexican, are now available. The cafeteria also prepares food for special college events. The catalog and schedule of classes have information about the cafeteria, and the *Faculty Bulletin* publishes a weekly menu. Health department inspections have always found the cafeteria in compliance with regulations. Creative menu selection, staffing reorganization, the addition of drink-vending machines, and an expanded satellite service have significantly reduced bottom-line deficits.

Bookstore

In 1978 the district purchased the bookstore from the ASU. The store provides service to the students and community in an environment that complements the overall program. Textbooks, supplies, and other materials are sold from 7:30am to 7:15pm Monday through Thursday and from 7:30am to 3:45pm Friday. Extended hours at the beginning of each semester accommodate evening students. Policies are published in the catalog, schedule of classes, and flyers. A "Country Corners" food service and bookstore operation has been opened at the south end of campus. This cooperative effort by the cafeteria and bookstore provides students with readily available services.

APPRAISAL

Admissions and Records

The registration process has been continually upgraded and streamlined to make it more efficient for students and staff. On-line registration has eliminated long lines except the week prior to starting classes. This system depends heavily on the mainframe computer at the district office. When this computer goes down, significant problems are created for the staff. Also there is no control over English class placement for students using mail-in registration.

Students petition for course equivalency in order to receive more than elective credit for courses taken at other colleges not appearing to articulate with an LAVC course. The appropriate academic department then receives the transcript and petition and approves or denies the request. Except for the evaluation of foreign transcripts, transfer credit is generally uniform and easy to determine. Students with foreign transcripts are referred to commercial agencies for a transcript evaluation which is then presented to the credit office. Evaluation of foreign transcripts is difficult and costly for students and burdensome for faculty. Care is taken to insure that student records are complete, accurate, and secure.

Articulation

The college articulation officer regularly attends local and statewide articulation meetings. Numerous faculty participate in similar activities (e.g., UCLA Transfer Alliance Program and CSUN TriValley Alliance) (CD19). Because the college has well-developed agreements with all major feeder schools, students can be certain that courses will meet GE and major requirements. However, more faculty involvement

in preliminary articulation is necessary. A full-time officer is essential if faculty-to-faculty articulation activities are to be expanded. Some articulation agreements are as much as three years old and need to be updated.

Counseling Services

Time constraints, problems with the test scoring machine, inadequate clerical help, and students taking the wrong test can lead to inadequate orientations. Separating the orientation and the testing session would allow more time for orientation.

Some factors, including inadequate facilities, weaken the Counseling Department's effectiveness. Counseling services are provided from multiple unrelated locations away from student records. As a result, students feel they are poorly served. Offices are small and lack privacy; furniture is cramped and prevents good counseling-client rapport. In addition, counseling resources are placed for easy public access but are inconvenient for counselors. The one computer terminal is awkwardly located and noisy. Up-to-date information is often unavailable especially during registration when this terminal is relocated in the registration area. A computer system for articulation and student records is needed with a terminal at each counselor's office.

With the loss of several counseling positions, counselors are unable to function adequately in many areas. A mandatory counseling appointment each semester should be required of every student while on probation. Students taking a class with prerequisites and students dropping a class or withdrawing from college should first see a counselor. Other improvements would include more evening and one-hour appointments. With increased emphasis on recruitment, matriculation, and the transfer student, more staff is needed. Two new centers--a transfer center and a crisis intervention center--would address these growing needs. Better physical facilities are also important, especially one centrally located facility where all counseling services can be together (4.14).

The Counseling Department has a strong commitment to help students with academic, career, and personal counseling needs, and counselors schedule appointments when most needed by students. More time is now spent on high-school recruitment. Positive results include more transfer-oriented students and improved rapport with the high schools.

Specific Student Services

Despite cramped quarters and limited budget, DSPS assists between three hundred and four hundred students each semester. In the fall of 1987 the program was reviewed as directed by the State Chancellor's Office. Based on the sample of student files examined, the program was considered acceptable, and the college was commended for the nearly exception-free finds. During spring 1988 this program had an intensive program evaluation, a follow-up to a 1985 evaluation. The program was highly commended for its progress in addressing concerns identified in the original evaluation visit (4.15; 4.16).

The Foreign Student Program operates successfully in counseling and program planning. However, student apathy limits social activities, and tutoring is not fully utilized. The Rotary Club provides activities and an introduction to the community (4.17).

CCAIVE works closely with all vocational departments and with the English and Speech departments. Students work at the

center to increase their skills for success in present and future classes. Increased funding for extra workers and more software is needed.

More enrichment and extra-curricular programs as well as more faculty support are needed to involve more students in student government. ASU activities and increased membership are restricted because of an older, commuting, and fully or partially employed student body. Hours available for extra- and co-curricular activities are limited. Many students are enrolled only in evening classes for vocational licensing, certification, skill development, and/or enrichment. These students generally do not participate in ASU activities that normally occur during traditional school hours. The Lion's Den in the Campus Center is used extensively and offers recreation and relaxation. Because they generate income, additional rooms with similar facilities would benefit both students and ASU. Some programs have been reduced due to recent severe monetary restrictions. The ASU offers many activities and programs but is limited in making program additions due to restricted funds.

Despite lack of district funding and limited staff resources, career placement provides a comprehensive and regularly updated list of opportunities to day students. However, the placement office can no longer actively or regularly recruit prospective employers nor is there a referral service to employers of qualified applicants. No background search or verification of listings is done. There is no opportunity to evaluate students' performance or employers' satisfaction. Because the placement office operates on a semester-by-semester basis, minimum services are offered, and long-range planning is inadequate.

The college's Financial Aid Program has undergone dramatic changes over which it had no control in the last five years: the processing went from a college-based operation to a centralized processing system for 1984/85 and 1985/86 with a return to a decentralized college operation for 1986/87. In addition to the internal pressures these moves have generated, both staff and students have adjusted to changes created by external agencies which regulate eligibility and processing procedures. Financial aid is a complex process to help needy students remain in school. However, the staff maintains an up-to-date and professional system so that all students receive the maximum assistance to which they are entitled. The staff works closely with an academic counselor to insure that students maintain satisfactory academic progress, to provide financial aid and individualized loan counseling, and to explain students' rights and responsibilities regarding aid. All areas are strictly confidential. Information on aid is available through many sources, including workshops held on and off campus and pamphlets published by the college scholarship service and federal financial aid programs.

One of the goals of the scholarship program is to seek scholarships so that disadvantaged high-school students can enter LAVC. This program is already meeting with some success. The plan is to get funding for tuition, books, and other required fees, with supplemental payments for these same items in subsequent semesters to help students stay in school. However, students must maintain grade-point averages that meet minimum standards for graduation and/or transfer.

The grievance procedures seem to be positive and fair. In the past two years, over one hundred student inquiries have been made and resolved through informal resolution. Only four passed through the grievance

committee review and resulted in full committee hearings. Previous and current ombudspersons feel that their responsibilities should not go beyond preparing all materials and scheduling the formal hearings. Hearings should be conducted by a professional hearing officer so that the ombudsperson remains impartial throughout the procedure. In reality, the close relationship between the ombudsperson and student in the procedural recommendations and documentation activities often creates an aura of distrust on the part of the faculty and could be construed as a bias during the hearings. Plans are in process to amend the existing administrative regulations and revise formal hearing responsibilities in these procedures.

Food Service

Because of a 60% cut in funding for and staffing of the cafeteria, there have been reductions in service. The menu in the main cafeteria (International Room) is more restricted, and food service in the faculty and staff dining room has been eliminated although the room remains open for dining with food purchased in the main cafeteria. The main cafeteria and one of the satellites close after lunch. The cafeteria is closed in the evening; the Grill Room and two other satellites remain open until 9 pm.

Many of the cafeterias in the district have been forced to close, but the LAVC cafeteria has managed to remain open and function effectively, if not as well as in the past. Some faculty believe that the elimination of food and coffee service in the faculty dining room has resulted in less faculty interaction, and the use of the room has declined. However, others believe that the food service management and staff are doing the best job that is possible given the financial restrictions under which they must operate.

Bookstore

The bookstore must pay rental and administrative fees to the district. The district determines the markup which is added to the cost of all books and supplies, and this markup causes prices to be slightly higher at the college bookstore than at private stores. The bookstore operates at a modest profit, and the funds revert to a general district bookstore fund.

Many faculty believe that a more efficient system for ordering and especially for notification of faculty when problems occur with orders is needed. Underordering, delays in book arrivals, and inadequate communication between the bookstore and faculty have led to some problems for students and classroom instruction.

4C *Administrators, counselors and support staff have the qualifications to provide effective service.*

DESCRIPTION

Student support services are provided by qualified administrators, counselors, and support staff. These services include the library, Learning Center, counseling, and tutoring. Administrators are selected by a committee chosen by the president. Members may represent college constituencies but are not selected by those constituencies. Properly qualified counselors and support staff are hired according to the Educational Code and Personnel Commission guidelines.

Numerically the college staff has declined. In theory the college tries to select and maintain certificated staff to carry out the institutional goals. There have been changes in staff levels in the general purpose

budgets from 1977 through 1988. Student hours have increased while some classified positions remain vacant (4.18).

The LACCD Office of Staff Development Programs and Services began in January 1982 to help district employees grow professionally and prepare for career advancement. From 1983 through 1988, district personnel produced a variety of programs to foster this aim (CD2; 4.19). The college staff received single-sheet notices of these programs, and announcements were included in the weekly *Faculty Bulletin*. From 1982, workshops and sessions totaled 886 (4.20).

APPRAISAL

Administrative staffing appears adequate. The permanent staff has a sense of dedication and commitment. Budgetary restraints have limited the filling of vacancies and the expansion of staff in recent years. Underfunding for the last five years has had negative effects on educational programs and student services. Some services have suffered from lack of permanent staffing and have been forced to rely on court-assigned volunteers and student workers. These workers are sporadic, provide little continuity, and may give erroneous information to students and the public (4.21). Because of continuing staff shortages, personnel perform beyond their normal duties.

Student services have deteriorated particularly in the library, Learning Center, and counseling, and in the availability of tutoring for noncategorically funded students. Even though student services have been reduced, they should be an important college priority. Student services' staffing is not commensurate with institutional purposes, size, and level of instruction. Some services are limited while others, like health services, have been eliminated. The Job Placement Office was almost eliminated until a certificated instructor volunteered to assume partial duties there. Library staff has been reduced from seven to 3 1/2 librarians and from thirteen to 6 1/2 clerical. The library hours have been reduced under the college budget. The current hours are 8am-9pm Monday through Thursday and 8am-2pm Friday. ASU for ten years has provided funding for weekend hours, currently 11am-3pm Saturday. Perhaps as a result of having services centralized at the district and then partially decentralized back to individual colleges, financial aid is slow in providing services. Students may wait three to four months, or occasionally longer, to receive funds. Some students have had to withdraw from college for financial reasons.

Most staff development programs are attended by administrative and counseling personnel. Administrators attend workshops on normal working days under release-time arrangements although this option is not available to instructors or evening staff personnel.

4D *The institution systematically assesses student basic skills and learning achievement.*

DESCRIPTION

For several years, students have been placed in regular English courses by a formula score derived from the Language Usage and Reading Skills subtests of the ACT ASSET Test and a thirty-minute essay constructed by the English Department. This placement is advisory and is checked by a diagnostic essay in the initial class session. Students wanting to take ESL classes are placed by the College English Language Test and then write a diagnostic

essay in class. Mathematics is assessed by the Numerical Skills subtest of ASSET which measures basic arithmetic. Students competent in arithmetic go to elementary algebra. Because this test has too many word problems, it is not used with students wanting ESL classes. The Mathematics Diagnostic Testing Project (unpublished, developed by UCLA) assesses competence in elementary and intermediate algebra and is used with students wanting higher math classes. Because it has no word problems, it is suitable for all students.

The Nursing faculty awards points toward admission for scores on ASSET Reading Skills and Numerical Skills. The Respiratory Therapy faculty uses the School and College Ability Test and Raven's Progressive Matrices as part of its admissions requirement. The maximum number of admission points a nursing candidate can obtain by testing is forty while sixty points may be obtained through course work of the prerequisites. The respiratory therapy program counts grades as 90% of the admissions factor and test scores as only 10%. One of its tests, the Progressive Matrices, is nonverbal and culturally unbiased.

The Career Center offers a variety of interest surveys and vocational tests for students wanting career counseling. Nonverbal tests and instruments that are comparatively free from cultural bias are available.

The English Department regularly assesses student skills in order to achieve equivalency among the different class levels: English 21 (basic), English 28(intermediate), and English 101 (college freshman composition). Each semester, an English 28 Department Essay Exam, developed by the department, is given to all students in this course. Instructors may use the essay results to advance students to English 101. Last year, the district developed and administered an English 21 exit examination at all its colleges. The exam will be repeated this year in order to gather data about the relative achievement in district-wide English 21 classes. Research reports and recommendations may emerge from this study.

APPRAISAL

The college has not attempted to evaluate test instruments to insure their validity other than by subjective reports of satisfaction by the English Department. The American College Testing Corporation promised research assistance when the district adopted its tests several years ago, but the college never received any significant research. A student and community services assistant, whose duties include collecting data for future validation research, has recently been hired with matriculation funds. The assessment subcommittee of the Matriculation Committee is surveying several placement batteries to decide on a permanent instrument.

English and math placement testing is overseen by a college-wide committee. Much effort has been expended over the last five years to improve placement for students. Tests and scoring equipment have been changed to provide more thorough evaluation, computerized scoring, and data storage for research purposes. Last year the essay was added as funds became available to pay readers. All tests, except the essay exam, are published and have data on reliability and validity. In no case is a test score the sole determinant of course placement for a student; further evaluation is always done in class by the instructor. The English Department carefully maintains equivalent standards among its many instructors who are sensitive to cultural bias problems.

No formal research into the effectiveness of the placement testing procedures has been completed since the college's research position was eliminated. Matriculation requires that students be tracked and provides funds for a student and community services assistant who will collect data for validation research.

PLANNING

The college plans include the following areas.

Matriculation

- Increase data collection during admissions and registration to coincide with the needs of matriculation by using a new application form to screen students more effectively for ESL testing.
- Encourage the district to develop a uniform, district-wide interpretation and evaluation of foreign transcripts.
- Improve student goal-setting and decision-making by making Introduction to College a mandatory part of matriculation, by providing new students with a one-hour counseling appointment during their first year, and by requiring students on probation to see a counselor before registering each semester.
- Publish the colleges' articulation agreements via local computer in order to expedite changes and give current updates for students, faculty, and administration; GE articulation will be enhanced with the UC system because of its development of a GE core transfer curriculum.

Space Utilization

- Carry out physical remodeling that would improve the counseling area, expand the space for EOPS and move the Career Center to the Counseling Department.
- Consider raising revenue for ASU by creating recreation rooms and offering extra-curricular activities; these funds could support functions and services that the district cannot afford.

Student Services

- Augment ASU membership by increasing concessions and vending machines, offering a health-insurance plan, and linking membership with parking.
- Hire paraprofessional personnel in the Counseling Department to do recruitment and noncounseling liaison work with high schools.
- Restore job placement services to their previous level to support students' employment needs in order to insure that students stay in school.

Staff Development

- Hold yearly workshops in new procedures for processing and packaging students' financial aid; encourage attendance at financial aid conference workshops sponsored by state and federal agencies; keep staff current on new regulations and processing procedures via weekly meetings and printed materials.
- Consider that administrator selection committees include members chosen by representative constituencies. The

president does not concur with this recommendation.

- Articulate staff development opportunities more effectively with the staff and consider compensated release time to assure that all personnel are encouraged to participate in staff development programs.

Documentation for Standard Four

4.1	LACCD/APMS Educational Planning Questionnaire
4.2	Survey Form on Student Services
4.3	*American Association of Collegiate Registrars and Admissions Officers Directory of Transfer Credit Practices of Designated Educational Institutions*
4.4	*Single Parents Handbook*, 1987/88, 1988/89
4.5	Flyer, Single Parents and Homemaker Seminar
4.6	Brochures, 1988/89 Student Sevices for Single Parents and Homemakers (EOPS)
4.7	Extended Opportunity Program and Services (EOPS) Newsletter
4.8	Multilingual flyers (six languages) outlining English skills reinforcement opportunities, Center for Computer Assisted Instruction in Vocational Education (CCAIVE)
4.9	Constitution of the LAVC Associate Student Union and other ASU materials
4.10	Year-End Status Register Reports
4.11	Financial Aid, Statement of Philosophy and Intent; Principles
4.12	Financial Aid, Responsibilities; Student Rights; Student Responsibilities
4.13	Philosophy Statement on Athletics
4.14	Counseling Report, 1986/87, 1987/88
4.15	Disabled Student Programs and Services (DSPS) Program Evaluation Project

4.16	Disabled Student Programs and Services (DSPS) Program Evaluation Project Follow-up Report, Spring 1988
4.17	Brochure, "You're Welcome at Valley College"
4.18	Changes in Staff Levels, 1977-1988: Statistics from Accreditation Report, 1983/84; from Mailroom; from Student Worker Expenditure, 1987/88; from computer printouts, Fall 1988
4.19	LACCD, Classified Restructuring Study, Position Questionnaire Progress Reports, Office of Staff Development Programs and Services: 1983 to 1987 Staff Development Workshops, Accounting Record Administrator Training Report, 1986/87 Institution for Administrative Advancement, Basic Training Sequence LACCD Vocational/Technical Instructor Internship Training Program LACCD Career Counselor Internship Training Program
4.20	Counseling Reports for 1986/87, 1987/88
4.21	List of court-appointed volunteers from February 1988 to November 1988

STANDARD FIVE:

COMMUNITY EDUCATION AND SERVICES

Barbara Pottharst	*Committee Chair; Professor of Psychology*
Bobbie Boulton	*Project Manager, Community Services*
Austin Conover	*Community Member*
James Dodson	*Curator, LAVC Historical Museum*
Joseph C. Frantz, Ph.D.	*Professor of Biology*
Raymond C. Follosco	*Professor of Physical Education*
Penelope Pollard	*Associate Professor of History*

STANDARD FIVE: COMMUNITY EDUCATION AND SERVICES

5A *Community education courses are integral parts of the college educational program, intended to serve people whose educational goal does not require college credit.*

DESCRIPTION

The Community Services program is a self-supporting, noncredit program that offers classes in a wide variety of subject areas designed to meet the interests and needs of the community, especially people who do not enroll in credit courses (5.1). Los Angeles Valley College (LAVC), with one exception, does not offer average daily attendance (ADA) supported noncredit courses.

A sampling of available classes includes business and management, natural history and outdoor skills, financial planning, personal development, and psychology. Community Services classes develop and enhance consumer capability, general communication skills, employment skills, and creativity. Offerings also involve recreation, workshops, and travel study tours that reach persons of all ages, interests, and racial and ethnic backgrounds (CD5). Monarch Adventure Trips includes daily and overnight excursions to nearby attractions (5.2). Monarch Summer Camps, an annual day camp that serves 1200 campers ages five to sixteen, is held on campus (5.3).

The program announces classes available each quarter through direct mailings of 90,400 bulletins. In addition, 10,000 are distributed on campus and to local libraries and businesses. Flyers advertise particular offerings, and local radio stations air spot announcements. The *Faculty Bulletin* and *Valley Star* also cooperate in publicizing offerings. Registration is by mail or on-site. About 6,500 people enroll in short classes each quarter, with 200 offerings taught by 150 teachers. Classes, which are scheduled days, evenings, and weekends, meet at the college or various local sites.

The Community Services staff consists of classified personnel under the supervision of the vice-president of Administration. It includes a full-time aide and assistant, two full-time clerk-typists, three part-time student workers, and a project manager who is responsible for class approval and coordination. Teachers of Community Services classes are employed under short-term contracts. Information about community needs is gathered through the college personnel's participation in community organizations and through program evaluations.

APPRAISAL

The Community Services program is often the main contact with the college for those who enroll in its classes. Frequently, this contact stimulates interest in credit programs. However, there is an attempt to avoid duplication with LAVC credit courses. The special programs, events, and short classes are enthusiastically received by the community because of their quality and variety. As a result of the self-supporting nature of the program, some community members are excluded from attending by their inability to pay class fees.

It is important to note a strong difference of

opinion about the organization of the Community Services program. One side is represented by the Community Services personnel. The other belongs to the college faculty as represented in the Departmental Caucus, the Valley College Curriculum Committee, and the Academic Senate.

In particular, the college faculty believes that the college would be better represented to the community if the program were returned to the supervision of the Office of Academic Affairs and subjected to an approval process similar to that of the credit curriculum. It is the faculty's judgment that persons offering Community Services classes should be screened for competence by faculty knowledgeable in the subject areas and that such persons' backgrounds should be clearly identified on Community Services brochures. In addition, classes and their titles should be more carefully screened so that they reflect the college's mission and goals and do not appear to be the same as courses offered in the credit curriculum by the certificated faculty. Conflicts in this area have occurred with some departments in the past. Clear guidelines concerning the use of limited facilities--especially physical education facilities--are needed so that credit programs are not dislocated in favor of Community Services classes and so that Community Services classes can be scheduled with a commitment for facilities' use.

Policies, rules, and regulations governing Community Services already exist. These need to be reviewed, revised where necessary, and implemented rather than ignored.

5B *Budget, staffing, and placement in the organizational structure demonstrate recognition of community services as an institutional objective.*

DESCRIPTION

The main goal of Community Services is to provide a variety of offerings, shaped by the standards of an academic institution, for those community people whose educational and recreational goals do not necessarily require college credit.

The Office of Administrative Services administers Community Services, which is located in the Field House in order to allow efficient communication among the staff and easy access to the community. The staff plans and implements classes, publicity, brochures, class schedules, registration, record keeping, and equipment and supply storage.

The project manager, the vice-president of Administration, and the district Office of Educational Services annually establish a budget based on previous income and estimated income and expenses for that year (5.4). Income is generated from fees for classes, workshops, etc. Budget is coordinated through the Office of Administrative Services. Each month the project manager and vice-president together monitor the budgeted income and expenses. The district routinely audits Community Services to insure fiscal accountability.

APPRAISAL

The college offers only Community Services classes that are noncredit and financially self-supporting, not ADA-supported noncredit courses. This approach insures a number of benefits: (1) only suitable and well-received offerings survive, (2) management and support staff do not proliferate beyond what income supports, and (3) the community's needs are met.

The college has a strong Community Services program with a dedicated staff. Working with the administration, Community Services has maintained a diversified program that meets the needs of the community and is fiscally self-sustaining.

There are problems that occur. These are addressed continually through self-evaluation and by the administration and the Valley College Curriculum Committee. Guidelines exist to resolve conflicts between Community Services and other segments of the college; however, these policies have not always been implemented.

5C *Institutional policies and procedures encourage use of college facilities by the public.*

DESCRIPTION

The person in charge of the master calendar is supervised by the Office of Administrative Services and coordinates college and community facilities' use, arranges for services, and communicates appropriate information to staff and students. Scheduling priorities are established for the use of college facilities (5.5). Credit courses offered through the regular program have first scheduling priority. Classroom use for Community Services classes is first cleared with the Office of Instruction.

The office responsible for the master calendar schedules facilities for all events outside of the regular instructional program. Master calendar had about six hundred requests to use college facilities in 1987/88. Requests come from all parts of the community (e.g., individuals with workshops, Department of Motor Vehicles, Girl Scouts). The facilities most commonly used include classrooms, athletic areas, Monarch Hall, the music building, Little Theater, and parking lots. Use of facilities by outside organizations is permitted by civic center permit at out-of-pocket costs or lease at fair rental rates. The facility user is responsible for handling all publicity for the event. Any community group pays for the costs of using the facility (e.g., maintenance, security, clean-up) and, depending on the nature of the group, may also pay a fee. Parts of the campus are leased by television and movie studios ten or twelve times a year.

The college has many events which draw the community: plays, art shows, sports events, musical performances, and special planetarium viewings and lectures. LAVC sponsors an Arts Festival (5.6) that includes a disabled students' talent show and displays of art projects. This annual on-campus cultural event is available to the general public and students.

Housed at the college is the LAVC Historical Museum, opened in 1975, with a small collection of books, pictures, and models. Now the museum displays 971 artifacts, 800 books and brochures, 91 interview tapes with early Valley residents, a clothing collection, files of early newspapers and college publications, and the archives of the founder of Van Nuys (5.7). The museum serves the public by answering questions, presenting lectures on San Fernando Valley history, and making materials and speakers available to local organizations. The museum operates at minimal cost to the college since the curator donates his time and is assisted by a part-time student aide who is paid by public subscription.

APPRAISAL

College policies and procedures encourage public use of facilities. Fees are

necessary because of limited equipment and staffing. Budget limitations prevent the expansion or use of many programs; for instance, the LAVC Historical Museum needs more space which only community contributions can provide. Growth in Community Services and public use of facilities must be funded through fee-based offerings, ticket revenues, and facilities' leasing. In general, activities designed to reach specific groups are well attended and highly successful. Senior citizens participate in many classes but cannot use their Gold Card discount in some classes because of costs.

The Arts Festival is an opportunity for students in the fine and performing arts and communications to display their accomplishments and talents. It is also an opportunity for the community to see what the college offers in the arts and to visit the campus and participate in activities. The festival is a way to recruit new students since high-school students are especially invited.

5D *Community liaison is developed and maintained through community surveys, public information materials, and other appropriate methods.*

DESCRIPTION

The community is informed through an organized procedure including the news media. Community Services lists all events in a brochure (CD5) four times a year. A public information officer on staff 2 1/2 days a week publicizes events for the college and Community Services. Radio and news media are kept informed in a timely manner. Newspapers sometimes write feature articles about events (5.8); news ads and flyers (5.9) help with publicity. Additionally, Community Services teachers and contractors often advertise in other publications (5.10) or send publications to their own mailing list at their own expense.

APPRAISAL

The college enjoys a warm relationship with the surrounding community. Community opinion helps in program development, evaluation, and publicity. Methods used to add or delete offerings include phone calls and letters from the community, class enrollments, and evaluation forms (5.11) distributed at the end of a class.

There is a need for continuing education. The college offers real estate continuing education classes for those who need forty-five hours of training to renew their license. Another class offers senior citizens the opportunity to update driving skills and reduce their insurance costs. Some students want short-term events; however, some Community Services classes spark an interest in a subject that can then be developed by enrolling in a credit course. Many people look to Community Services to accomplish a short-term, specific goal or to answer a need for information not available through credit courses.

PLANNING

The college plans to

- Consider returning administration of the Community Services program to supervision of the vice-president of Academic Affairs in order to avoid class conflicts with credit programs. The Valley College Curriculum Committee and the Academic Senate have already made this recommendation to the administration.
- Make it a priority to define more clearly the role of Community Services and to

revise and implement the procedures for establishing Community Services classes in order to insure that conflicts and duplications do not occur between Community Services and credit programs. The Valley College Curriculum Committee is currently addressing this area (5.12).

- Continue using facilities for activities and classes not-for-credit in order to assure the continuity and support of community education.

- Explore other funding mechanisms such as an LAVC foundation.

- Survey community needs and interests, if money becomes available, and consider a Community Services advisory committee with strong community representation to maintain close community ties.

Documentation for Standard Five

5.1	Budget Analysis
5.2	Summer Monarch Adventure Trips
5.3	Summer Camp bulletin, Spring 1988
5.4	LAVC Community Services Budget
5.5	Facilities scheduling
5.6	Arts Festival book and flyer
5.7	Inventory of Historical Museum
5.8	Press coverage of Juggling Festival and Day Camp
5.9	Community Services flyer
5.10	Advertisement by a Community Services teacher
5.11	Evaluation form for Community Services classes
5.12	LAVC Curriculum Committee review

STANDARD SIX:

LEARNING RESOURCES

Jeanne Polak	*Committee Chair,* *Professor of Family and Consumer Studies*
Mary Lou C. Davies	*Chair, Department of Health Sciences*
Ann Harootyan	*Learning Skills Instructional Aide*
Richard E. Holdredge	*Associate Professor of Instructional Media*
Don Kerian	*Media Distribution Clerk*
Leon F. Marzillier	*Chair, Department of Mathematics*
David G. May	*Chair, Library*
Ross A. McLean	*Instructor in English*
Mark J. Pracher	*Director, Center for Computer Assisted Instruction in Vocational Education (CCAIVE)*
Edward Samuels	*Professor of Biology*
Cynthia A. Siskin	*Associate Professor of Library Science*
Phyllis S. Stones, Ed.D.	*Dean, Academic Affairs*
Michael D. Vivian	*Professor of Sociology*

STANDARD SIX: LEARNING RESOURCES

6A *All learning resources (print and non-print library materials, media equipment, facilities and staff) are sufficient in quantity, depth, diversity, and currentness to support all of the institution's educational offerings at appropriate levels.*

DESCRIPTION

Learning Center

This center provides a wide variety of individualized instructional media materials that include, but are not limited to, videocassettes, audiocassettes, microcomputer software, slide and filmstrip sets, workbooks, and programmed books. Some materials (audiocassette programs for the district's Instructional Television program) are recommended components of the classroom curriculum; some materials (audiocassette units for the Speech Communications and Broadcasting Department) are required. Other materials are used for individual self-instruction or serve both functions. The center is supposed to provide sufficient equipment in good operating condition for students to use the collection.

The center has a tutorial program. In previous years, tutoring for specially funded students, such as Extended Opportunity Program and Services (EOPS) and Vocational Education Act (VEA), was primarily offered. These services are now located elsewhere at the college, and the Learning Center is in the second year of a pilot-tutoring project for all students.

The center offers two credit courses: Education 5 (Introduction to Instructional Media) and Education 6 (Methods and Materials of Tutoring). The rooms and resources support additional course offerings by the English, Speech, and Mathematics departments and Developmental Communications.

Student use has increased 30% in the last year, but the staff has been reduced to one consulting instructor (eleven-month position) and an instructional media assistant. Previous positions of certificated English instructor, classified audiovisual technician, and intermediate clerk-steno have been eliminated since 1983. A program assistant has been hired for the new tutoring program at fourteen hours per week. Approximately 1600 student worker hours are allocated each year to provide assistance to the consulting instructor and media assistant for checking materials in and out and for reshelving materials. These hours are equal to one full-time equivalent (FTE) of assistance although they are divided among eight to twelve students.

The center is open forty-seven hours a week (9am-4pm Monday through Friday and 6-9pm Monday through Thursday). Certificated personnel are available except 3-4pm Monday through Friday. One hourly rate instructor is on duty in the evening with a student worker although no technical audiovisual staff or student assistant is assigned then. The center, located in the basement of Campus Center, has no window and, although there are two entrances, only one opens to a stairway leading outside.

Learning Center Computers

Among its various self-study media, the center's personal computer stations are available for students on a walk-in basis.

Dot-matrix printers are also available for students to reproduce their work. In addition, the center makes available a small but growing collection of software for individualized learning and word processing for composition and revision, limited to English classes specifically supporting use of word processors. At the time of the survey, all equipment was working. Some of the recently purchased software has not yet been used because it arrived only a short time ago.

A list of current data processing hardware includes the following:

Tutoring Lab

- 3 Apple IIC computers (single disk drive) with color monitors
- 5 IBM or "clone" 256K (2-disk drive) computers with monochrome or color monitors
- 3 dot-matrix printers (2 Apple Imagewriters, 1 PRO-Writer)

Respiratory Therapy Station

- 1 Apple IIE with color monitor (single drive)
- 1 IBM 256K monochrome (2-disk drive)
- 1 dot-matrix printer

Although the respiratory therapy equipment is intended primarily for students enrolled in respiratory therapy classes, it is secondarily available to walk-in students in other programs.

Speech Lab

The lab's offerings supplement student participation in regular speech classes. The lab provides English as a Second Language (ESL) students the opportunity for language improvement and development. The lab also is an invaluable resource for disabled students, including the hearing impaired, the brain damaged (whether from traumatic injury, illness, or birth defect) and those with functional speech or voice problems.

In addition to the activities of small working groups, students have access to individualized learning through audio playback equipment. They hear correct usage and then repeat appropriate usage and sound. Ten units exist and are physically available. One room houses eight stations while additional booths have the remaining units.

The learning resources include purchased software and appropriate materials developed by the lab's staff directors. The staff presently includes three certificated people, two student workers, and many volunteers to manage the delivery system for a growing population. A fourth certificated person is scheduled to be added to the daytime operation. The lab is available during the main Learning Center's hours.

Library

With approximately 126,000 books, 375 periodical subscriptions, 4000 paperback fiction books, 5000 microform items, and a comprehensive map collection, books and other resource material appear sufficient in quantity and quality to support instruction and a variety of student learning needs. Materials have a direct relationship to curriculum offerings.

Approximately 1800 reference questions per month are answered. There are eighteen handouts that assist students in preparing outlines, book reports, speeches, biographies, and resumes. Class orientations are provided weekly, throughout the year. There is a typing room

with coin-operated machines and three photocopiers (6.1).

Reading Center

The center offers courses in developmental and speed reading skills as well as in vocabulary building and individual study skills. Developmental Communications 22 has been expanded to accommodate more students by shifting some of the materials to the Learning Center. Developmental Communications 22A-E, a course in vocabulary, phonics, reading skills, and study skills, is an open-entry five-unit module. One section of Psychology 26, Power and Speed Reading, is also offered. Testing and textbook readability services are available. The center's staff coordinates the Action for Community College Enhancement for Student Success (ACCESS) brochure (6.2). About five hundred students use the center during the course of a semester.

Center for Computer Assisted Instruction in Vocational Education (CCAIVE)

In fall 1986, seven vocational departments combined resources from the Carl D. Perkins VEA to create a networked microcomputer facility to serve the many needs of their students. The departments are Office Administration, Health Science, Business Administration, Family and Consumer Studies, Computer Science-Information Technology, Electronics, and Engineering. State-of-the-art training and access to tutorial software in the seven departments were the project's major goals. An instructor, special assignment, was hired to manage the initiation and maintenance of the program. Funds from the categories of disadvantaged students and limited English-speaking students were used for the position, to be refunded in subsequent years. Once CCAIVE was operating, its use expanded rapidly. There were eighty "registered users" or enrolled students in fall 1986; by fall 1988 there were 350. Twenty-two different classes use CCAIVE in a variety of ways, from full class use in one hour to drop-in work for individual students. Of the 280 student-hours available on the system, about 255 student-hours are used each day.

The initial funding of CCAIVE included not only hardware and staff costs but also funds to acquire a wide variety of software that would be used by students from the vocational education departments whose funds created the center. These materials included both regular software packages, such as word processing, database, and spreadsheet programs, as well as specialized software including programming languages and authoring programs. Computer-assisted instruction tutorial packages cover subjects like ESL, mathematics, nursing, office administration, and accounting.

Instructional Media Services (IMS)

A more detailed report on this learning resource is included with the documents (6.3). IMS is a nonprint instructional resource supporting classroom teaching and provides an organized, accessible collection of 1023 motion pictures, 715 videos, slides, and other media materials. The collection is cataloged using the American Library Association's Anglo-American Cataloging Rules. Production facilities include a room for slide reproduction, dry-mount work station, thermofax work station, and table for repronar production (duplication of slides), a copy camera for slide work, and a large slide sorter. Other rooms are available for audio and video production and for previewing the screen-

ings of films. The slide collection is housed in the preview room.

Money for equipment has come from a one-time, special state instructional equipment replacement fund. Some of this equipment has been placed permanently in classrooms since IMS delivery service was discontinued due to budget and staff cuts. Some equipment and films and videos are delivered to the Office of Instruction for pick-up and return by evening instructors. A dean oversees the limited film and video purchases or rentals requested by departments or individual faculty members (6.4: CD20). Current administration plans call for an approximate 45% reduction in physical space (i.e., 1080 sq. ft.) Production and technical services are no longer available.

Additional Resources

Several departments offer the following resources.

- Office Administration: a small library of professional literature
- Sociology: a small collection of books, magazines, and circulars
- Electronics/Physics: numerous trade, technical, and application periodicals
- Music: an extensive record library, compact discs, musical scores, choral library, jazz band library, orchestra library, concert band library, musical instruments, a recording booth for taping projects in the commercial music program
- English: the English Circle, a network for students who major in or are interested in majoring in English. Activities include an annual fall semester meeting with pamphlets, brochures, literature, and an opportunity to meet faculty; a spring semester outing to the Huntington Library or the Getty Museum; an informal dinner hosted by the moderators and attended by LAVC students now going to California State University or the University of California so current students can prepare to transfer smoothly.
- Learning Centers: located in the Biology (Biotutorial lab), Chemistry, Office Administration, Foreign Language, Computer Science-Information Technology (Nursing lab) departments and in the Disabled Student Programs and Services (DSPS) office.

APPRAISAL

Learning Center

The center has an adequate collection of audiovisual materials to support student learning and to supplement classroom instruction and provide for individual self-instruction. Equipment is inadequate for the level of service that the center is expected to provide; an average of 25% of the equipment needed to provide access to the materials requires repair at any one time. Response time for such repair is inadequate. Some equipment remains inoperable for months. There is no budget for replacement of obsolete or unrepairable equipment nor for the systematic purchase of new equipment. Replacement is completely dependent on occasional state instructional equipment funds being made available.

Staffing is inadequate for the levels of service expected. There is no clerical support; the consulting instructor and media assistant perform all clerical tasks with the help of student workers. Assistance for hourly rate evening instructors is inadequate. Stu-

dent tutors hired to help other students in English and math do not replace the full-time English instructor who is no longer there. Elimination of the audiovisual technician prevents there being technical staff on duty in the evenings to assist with equipment and other duties.

There has been a decrease in staffing and hours of service, yet student use of the center continues to increase, particularly with more and more entering students needing specialized remedial and language skills assistance. Promotion of the services has been reduced because the center's staff is currently functioning beyond capacity. A regular budget for evening hours and student workers is needed (6.5).

The physical environment is not always conducive to learning because of poor ventilation and air circulation. The extent of the problem was identified to the administration a number of years ago with no action to improve the situation. CAL/OSHA visited several years ago and determined that ventilation "met state standards." In addition, the basement location means that disabled students can access the facilities only by elevator. In an emergency that would prohibit the elevator's use, the only solution would be to carry students upstairs.

Learning Center Computers

The computer stations are not set up as a computer "lab" or classroom but are only several of many various learning media. Nevertheless, in light of the importance of innovation and expansion of learning approaches through computer software, the facility now seems limited. Additional stations would reduce individual study areas below normal standards of comfort and privacy.

Because of rapid expansion of computerized learning, the stations (along with the fourteen available to walk-in students in the Data Processing Center) will soon be more in demand especially because of a forty-station math-English computerized classroom being installed for the spring 1989 semester. The classroom will be used by students enrolled in those classes and will not always be available to the general student body. As more and more students become acquainted with the advantages of computerized learning and word processing, more stations will be needed.

Current software selection is minimal. It is cataloged with all other Learning Center media, not as a single medium. Students interested in using a computer must spend extra time surveying the center's holdings in order to find appropriate software or must consult with faculty and staff.

A student unacquainted with a computer may find it impossible to self-start computerized learning materials. While staffing seems adequate, experienced members are often too busy to give enough time to instruct walk-in students in operating a computer and software.

Speech Lab

The growing number of students requiring the lab's specialized services has overtaxed its capacity. There are 469 students currently enrolled. The ESL students include Hispanics, Asians, and Middle Easterners. Their successful entry into regular classes is jeopardized without access to the experiential learning the lab provides.

At present only eight of the ten audio playback units function. The limited-service personnel can not repair equipment quickly. There is no opportunity for regular staff to develop appropriate learning materials during working hours. However,

staff directors have independently developed excellent learning materials.

More space and audio-playback equipment are needed to serve students adequately. Currently, 155 half-hour conversation sessions are available. Most ESL students want and could use additional time, but there is limited space for multiple sessions at the same hour.

Using student workers or tutors has limitations because many of these individuals rely on other jobs to support themselves. However, these individuals are an indispensable source of assistance. Volunteers participate in the small interactive groups of ESL students.

Library

Over the past four years the library has increased the book collection by seven hundred titles. Periodicals have been reduced from 432 to 375, down from 850 subscriptions in 1978. Depth, diversity, and timeliness, while satisfactory, could be improved. There are many books older than ten years in areas where technology has changed significantly (6.6).

Reading Center

The center has an excellent collection of tapes which is used in its courses. Many of these and other resources originated in the center. The staff would like to be involved in an integrated tutorial program for its users. There is some very good equipment available; there are eight controlled readers, thirty reading accelerators, and three language masters. There is also a computer which, however, is on loan from CCAIVE to the Reading Center.

As the number of ESL students in the college increases, there is a greater demand for the center to originate more programs, and a computer would help to perform this function by expanding the software resources. A copying machine is also a practical necessity.

CCAIVE

One difficulty in evaluating CCAIVE is determining its relationship to Los Angeles Valley College as a whole. While the center is housed in a classroom on campus and was originally created through pooled funding by college VEA departments, it is not considered part of the departmental structure. The director, who is an instructor, special assignment, is not on the college's budget although he reports to a dean responsible for VEA funding. The instructor is not formally part of the faculty and not part of any academic structure, department, or division within the college. Consequently, no organized structure or chain of command is in place to handle issues or problems that may develop. There is no formal budget as part of the college-wide budget for the center so that the center and the director are in an academic limbo. There is no one to replace this director in case of absence.

The resources and equipment at the center seem adequate to meet current demand. Unfortunately, since the initial year when funds were used to set up CCAIVE, no annual budget has been provided for continued acquisition of software, hardware, or supplies. The network memory is already at full capacity for software stored within. Without additional equipment and supply funds, the center will not be able to meet future demands.

IMS

IMS is more than an audiovisual center (6.7). While a decline in its support was already underway before 1983, massive cuts

in intervening years have reduced it to a shell. The *1983 Accreditation Report* specifically recommended that the college identify needed support and find ways to provide it (CD21). In fact, IMS received no mention in the college's annual reports from 1984 to the present (CD2: 6.8). Specific details in the decline of support include the following.

- In 1972 a graphic arts service was added to IMS (6.9), but this function has been transferred out and primarily serves the administration.
- Delivery service for equipment and materials has been eliminated despite the fact that 82% of the faculty surveyed has reduced its use of IMS because of the loss.
- Equipment continues to deteriorate, and none has been purchased from the regular college budget since before 1983. Maintenance and security are problems (6.10). Only two working 3/4" VCR's are available for the entire college. Other problems involve outdated, dangerous, incompatible, and unrepairable equipment. There are enough projectors at the moment, but demand for them will decline because no new films have been purchased in years (6.11). Although the budget is $28,000 per year, it is not being fully used probably because the faculty audiovisual committee was eliminated and a dean was substituted to oversee resource allocation (6.4).
- Between 1985 and 1988, the motion picture collection has failed to grow.
- Since the fall 1988, the media distribution clerk is no longer permitted to provide production services, and instructors must do their own taping at home for presentation to their classes (6.7).

6B *There is an organized procedure for the selection and evaluation of learning resources materials.*

DESCRIPTION

Learning Center

The center does not have a separate budget with which to purchase materials for its collection. The consulting instructors use funds from the center's supply budget in order to acquire new materials. The supply budget has fluctuated between $3700 and $4500 over the past five years. Approximately 25% is used to purchase material. Before 1984, about $1000 was allocated each year from the visual materials budget of the IMS department. Since the elimination of a certificated head of that department in 1984, no such funds have been allocated for the center. The center did receive $13,000 from the state-wide grant of library material funds in the 1987/88 year.

As funds are available for the purchase of materials, the center's consulting instructor asks department chairs to recommend materials to be considered for addition to the collection. Preview or evaluation requests for recommended materials are sent to vendors. When materials are received for evaluation, the consulting instructor invites interested faculty to review those under consideration. If the materials are judged appropriate for student use, they are recommended for purchase. Unfortunately, most computer-assisted instruction programs are not available for preview.

Library

The professional staff regularly checks reviewing sources and publishers' literature in order to select resource materials. Both faculty and students submit requests. The staff reviews the requests and makes a bibliographic verification to avoid duplications. Class reading lists are requested from faculty so that purchases can be made to support the curriculum. Every effort is made to meet the need for resources on current interests. There is an on-going inventory process to determine status of the collection, losses and needs, and outdated material. Faculty are encouraged to review books related to their discipline and make recommendations. A written collection development policy exists (6.12).

Reading Center

The center's staff checks brochures received in the mail, consults instructors, and keeps in touch with the Learning Center and CCAIVE for information regarding new products.

CCAIVE

About 30% of the software purchased has been recommended or selected by faculty in the vocational programs. Seventy percent is selected first by the director and then shared with or reviewed by the faculty. The director brings information regarding new materials that would enhance the collection of software to the attention of the departments who use the center. Since the center currently has no materials budget of its own, these departments use their own funds to acquire material for students to use. There is no written policy to enlarge the collection at this time.

IMS

Currently, a dean is responsible for ordering films and videos for rental or purchase in response to individual faculty or departmental requests. To the extent that people know this service exists and is available, requests are processed as they arrive. Faculty or departments select and evaluate films and videos for purchase or rental.

The collection is cataloged, but the last update was in 1984. Since then, the limited additions are informally announced. For example, the Associated Student Union's gift of seventeen video tapes was announced in the *Faculty Bulletin*.

APPRAISAL

Learning Center

Operating the center for the students' benefit without providing an adequate budget to purchase new materials is inappropriate. While the $13,000 windfall of 1987/88 does begin to bring the collection up to date, no real budget allocation exists for the collection's continued growth. Many of the materials are ten to fifteen years old and need to be evaluated for current relevance and possibly discarded.

Library

The librarians make a determined effort each year to select and evaluate library books and materials. This is a time-consuming process and could be done more thoroughly with increased staffing (6.12).

Reading Center

The center is part of the Psychology Department; therefore, all purchases have to be approved by that department and take time. Because the budget is also controlled by

this department, purchases are uncertain each year.

CCAIVE

The center's lack of a materials budget hampers its ability to plan and serve its students adequately. Because the center is so new, it as yet has no specific policy or guidelines for developing its collection of microcomputer software.

IMS

The current system of media purchase or rental allocation is completely inadequate. As shown in the faculty survey, there is a clear interest in expanding the operation and services of IMS. In addition, the significantly reduced budget has been poorly used (6.11). The budget allocation is $20,800: $10,000 for materials and $10,800 for supplies. Because half of this supply budget is used by the graphic arts service, which now technically supports the administration, some of the money is not being used for instruction. In addition, the dean responsible for coordinating this allocation keeps no budget record or running tally but checks with the Office of Administrative Services on a case-by-case basis. As a result, money for film purchase and rentals is left unspent. There is no administrative leadership to promote media purchase, and most faculty do not know how to purchase materials.

Because of staff limitation and lack of a faculty audiovisual committee, there is no way to know how much of the film and video collection is obsolete. Severely limited hours of operation and curtailed delivery service have affected even further the potential use of materials. In addition, the bulk of the collection appears to be obsolete--of 715 video tapes, 82% are on 3/4" mode, and there are only two 3/4" VCR's operating on campus.

6C *Learning resources are readily available and used by staff and students.*

DESCRIPTION

Learning Center

The center's permanent collection is cataloged systematically according to contemporary library practices and procedures. New materials are cataloged by one of the staff librarians who is trained in audiovisual cataloging. Catalog card sets are produced for these materials and filed both in the library's catalog and in the center's card catalog. The instructional media assistant performs other physical processing of materials.

The center is open during the week for students from 9am-3pm and 6-9pm Monday through Thursday. Students may not perform credit course work from 3-4pm because there is no certificated instructor during that time. An introductory audiocassette and handout are available for student orientation. This procedure has not been updated in three years because of staffing cutbacks in the center.

Library

The library is conveniently located at the center of campus. It is open 8am-9pm Monday through Thursday; 8am-2pm Friday; and 11am-3pm Saturday (funded by ASU and not by the college's operational budget). Over 200,000 student visits are made yearly. Approximately 320 books are circulated daily. The number is about one hundred fewer than four years ago but corresponds to the decrease in enrollment.

The stacks are open and accessible. There are more than three hundred work stations that allow students and faculty to study in a comfortable, spacious area. Librarians are available for assistance (6.1).

Reading Center

The center is located at the far south end of campus in Bungalow 56, 57, and 58. There are two classrooms, a reading lab for independent study, and a small office which doubles as entry and staff space. The center is open 8:30am-12pm and 12:45pm-3pm weekdays. The staff consists of one full-time language skills instructional assistant and an English instructor three hours a week. Occasionally there is a student worker.

CCAIVE

The center is open 8am-4pm Monday through Thursday and 8am-1pm Friday. Its use is limited to students enrolled in classes listed in the Career Education Certificates and VEA allowable support courses in a wide variety of curricula, such as English and math. Flyers are printed in six different languages to notify students of its services. The center is also available to the faculty.

IMS

Hours of operation are Monday through Thursday 8am-4:30pm and 8am-4pm Friday. The media distribution clerk voluntarily opens at 7:30am Monday through Friday to provide service to faculty with 8am classes. There is no service to faculty at night except where equipment and software are ordered earlier for pickup in the Office of Instruction. Faculty must return this equipment that evening. Because of staff cuts, there are no systematic data available about use of materials.

APPRAISAL

Learning Center

The collection's cataloging and organization are adequate and promote access both from the library's and the center's catalogs.

Hours of service are minimal. Extended hours from 8am-9pm Monday through Thursday would allow students to use it uninterruptedly. The center has many requests for weekend availability. Closing or being unavailable for credit work from 3pm-6pm Monday through Thursday denies access to many nontraditional or evening students before evening classes begin at 6 or 7pm. Longer operating hours would require additional staff.

The orientation program is available only in English. Because of the college's changing ethnic background, the program might be updated and produced in other languages.

Library

The library is open some hours on at least six days. The hours are reasonably convenient. Because of a decrease in the library budget, technical journals are no longer available. Student enrollment in Library Media 15, an open entry-open exit course, has been limited because of budget cuts (6.1). A closed-stack area in a reserve reading room is needed. The area would require an increase in space, personnel, and budget.

Reading Center

The center is not readily available to enough people. There are no evening hours, and whenever the language skills instructional assistant is away from the center, it must close.

CCAIVE

The center's hours are adequate to meet the needs of the daytime students, but because of a lack of additional staff, no service is provided to evening students.

IMS

There has been a dramatic decline in both software and hardware from fall 1983 to fall 1986 (CD2; 6.13). New equipment is urgently needed if learning resources are to be readily available for student and faculty use. In a recent survey, 87% of respondents teach in the evening, and of those 97% said they could do a more effective job if IMS hours were expanded (6.7). Hours of operation should be increased to 7:30am-10:30pm Monday through Thursday and 7:30am-4:30pm Friday.

6D *A professional staff with pertinent expertise is available to assist users of learning resources.*

DESCRIPTION

Learning Center

Since the full-time English instructor was cut from the center's staff a few years ago, students have not been able to receive adequate levels of assistance in that subject, one of the primary functions of the center. This position was also designed to supervise the center's tutoring program. The consulting instructor in charge is the only professional on staff at the center during the day. Along with the other responsibilities of the position, the instructor also attempts to perform responsibilities of the eliminated position.

Speech Lab

To accommodate the growing number of individuals who need to learn English, the regular classes accept many more students than the normal tally limit of thirty-five and provide additional specialized assistance in the lab. Because students are organized into small, manageable groups, their semantic, syntactic, and articulation deficits can be addressed and corrected to a greater degree than in larger, more heterogeneous groupings.

Library

Currently there are 4.5 FTE librarians, an increase of one since last year; however, the chairperson now has the responsibility for IMS. There are five technical assistants and two clerk-typists.

Reading Center

There are two regular staff members: one full-time language skills instructional assistant and one English instructor for three hours a week. There are no longer any technical assistants and only occasionally a part-time student worker.

CCAIVE

Since CCAIVE opened, there has been only one person on the staff and in charge of the center, the instructor, special assignment. This director performs all duties related to CCAIVE, including clerical, custodial, and equipment maintenance and repair, and acts as a full-time instructor and administrator, being available thirty-seven hours a week.

IMS

Currently there are one full-time media distribution clerk and two part-time student

workers. There are administration plans to bring the IMS function under the library, and thus, under direct certificated personnel supervision, but it is not clear whether this individual would be physically present at IMS to supervise the operation. The senior graphic artist has been removed from the IMS function and works primarily for the administration. A small amount of work is occasionally done for the faculty (6.13; 6.14).

APPRAISAL

Learning Center

The consulting instructor assigned responsibility has appropriate professional training to direct and operate the center. Because of the elimination of the English instructor's position, students are not receiving adequate assistance in the primary subject that the center was originally created to provide. While the tutorial program was created to provide peer tutoring in many subjects, including English, tutors do not take the place of professional assistants.

Library

A problem with the college assignment of work-study student workers affects the library and other departments that rely on these students for assistance. Because the allocations of student-worker hours from the instructional budget are inadequate, students who have applied for financial aid before the beginning of the fall semester are not given work-study assignments until late in the semester. The library must rely on these students for assistance, but none can be hired until December. Consequently, books are not reshelved in a timely manner.

Instead of the 1.5 FTE student workers in the library's instructional budget, there should be at least 5 FTE. The library staff also needs to be increased. Including hourly rate evening librarians, librarians are 4 FTE below 1978 levels. There is a need for two additional clerk- typists (6.1).

Reading Center

Because of limited staffing, the responsibility to help users in the center rests almost entirely with the language skills instructional assistant. Despite this situation, the level of professional expertise is excellent.

CCAIVE

The funding for CCAIVE has been reduced yearly, so all remaining funds are used to pay for the instructor, special assignment. The noninstructional duties that the instructor in charge performs should be assigned to other personnel. This instructor acts as a computer-based learning specialist. Adequate clerical and related support to operate the center would release him to perform primarily instructional duties.

Because of the overwhelming demands on the center's one staff member, the emphasis is being changed from tutoring services of a one-to-one personalized program to those services provided through the medium of computer-assisted instruction. A different segment of the vocational education students is being served although the total numbers of students have reached new, record highs. There is concern that the reduction in the funding level has forced CCAIVE into a strict equipment-intensive program to provide needed tutoring services for qualified students.

IMS

The current operations are clearly different from the past. The faculty has expressed its strong support for the rebuilding of IMS and believes that restoring staff cuts is a

priority if the college is to compete successfully for students (CD11).

6E *Computing and data communications services are provided sufficient to support the instructional program and consistent with the institution's objectives.*

DESCRIPTION

Learning Center

Through money from state instructional equipment funds over the past few years, the center has purchased eight microcomputers. These allow students to begin using software being distributed with many course textbooks and to take advantage of a limited number of new college-level self-tutorial software programs currently available.

Speech Lab

The learning resources include purchased software and appropriate materials developed by the lab's staff directors.

Library

A microcomputer from the state's instructional equipment fund was installed during the summer for use beginning in the fall 1988 and incorporated three microcomputer lessons of library instruction into Library Media 15, Introduction to Library Resources (6.1).

CCAIVE

Some departments have microcomputer facilities that are available only to their students. CCAIVE is the only such lab open to students from more than one department. Even so, it is still limited to students in career education certificate programs. This restriction excludes 50% of the college's students because of the funding source.

IMS

IMS currently has its catalog of films and video tapes on a word processor. This hardware allows for timely updates to the catalog if a microcomputer system is funded.

APPRAISAL

Learning Center

The center is beginning to provide access to microcomputers in order to take advantage of software designed to support college textbooks. Additional software and courseware supporting other subject areas is also being acquired. This access is limited to specific software in the center's collection. Using microcomputers for other purposes is denied students because of the popularity and limited number of computers.

CCAIVE

Currently, CCAIVE has microcomputer resources available to a wide range of students but restricts access to those resources. Students have no open access to the college's microcomputing facilities.

IMS

The certificated supervisor, if returned to IMS and if given enough exclusive time for IMS (as opposed to the library), might be able to establish a microcomputer system to assist the area.

The certificated person should take part in faculty orientation for new teachers every semester. Innovative equipment should be considered for purchase. For example, a state-of-the-art video projector gives near-film quality on a big screen, and purchasing one may be an alternative to costly film purchases.

Appropriate planning and discussion should continue to take place with the faculty before significantly reducing the physical space of IMS. The creative use and future development of media and related services will otherwise be prevented.

PLANNING

The college plans to work in the following learning resources areas.

Learning Center

- Provide adequate staffing--certificated, technical, and clerical--for its services by restoring a full-time English, audiovisual technician, and intermediate clerk-steno positions and by adding a language skills instructional assistant position.
- Provide new equipment--high-speed duplicator, microcomputer-based circulation and usage-tracking system--and convert the current card catalog into machine-readable form.
- Activate a college-wide advisory committee to recommend appropriate funding levels in order to maintain a current collection of media material.
- Develop a yearly budget that provides for additional staff so that hours can be expanded for greater use of the center's resources.

Speech Lab

- Acquire more space and additional equipment: a thirty-station room with thirty audio playback units.
- Expand the staff with an additional certificated person and more student workers.

Library

- Revitalize the library and reactivate the library committee.
- Request additional staff and extend operating hours.
- Request additional funds to increase and update the collection and modernize the procedures.
- Create an adequate reserve book area.

Reading Center

- Acquire a copying machine and an Apple computer to help expand software resources.
- Develop a better procedure for ordering materials.
- Increase staff and technical assistants in order to extend operating hours.

CCAIVE

- Network with other microcomputers at the college and expand use to include faculty and instructional development and electronic mail.
- Work with appropriate departments to develop a specific policy for collection development.

- Expand hours of service if a stable yearly budget increases funds.
- Evaluate the center's approach of one-to-one personalized instruction with the newer computer-assisted instruction.
- Create a college-wide committee to assess the need for general computing services to both students and faculty; work to provide general student access to microcomputer facilities.

IMS

- Restore a full-time certificated position and an intermediate clerk-typist position to allow for proper use of budget funds to acquire resources and catalog materials.
- Reestablish classroom delivery service of media equipment.
- Rebuild IMS through a joint organization that involves the Academic Senate, Departmental Council, collective bargaining agent, administration, and a restored faculty audiovisual committee.
- Review the IMS holdings and seek faculty input for future acquisitions.
- Use the weekly *Faculty Bulletin* to announce rentals, previews, and promotions.
- Increase operating hours and student-worker hours to include evening hours.
- Begin the rebuilding process by upgrading the media distribution clerk to instructional media assistant in order to restore production and technical services.
- Continue to impress upon the administration the importance of IMS to the goals of the college in order to effect change.

Documentation for Standard Six

6.1	LAVC Library Annual Report Statistics, 1987/88
6.2	Steps to Success in College Studies plus ACCESS
6.3	Report for Instructional Media Services (IMS)
6.4	Data Base Extract Report for Fiscal Year 1987/88
6.5	Learning Center Staff, Budget, and Activity, 1981-1988
6.6	LAVC Library Print Budget and Staffing Summary, 1974-1988
6.7	IMS Use Questionnaire Report, August 1988
6.8	LACCD Guidelines for the 1987/88 Annual Report
6.9	In-Service Training Report for Accreditation, 1972
6.10	Report to Academic Senate, 1986
6.11	Microfiche Account Summary for IMS, December 1988
6.12	LAVC Policies and Procedures for Book Selection
6.13	"Instructional Media Services: A Report," June 1987
6.14	LAVC Budgets, 1982-1988

STANDARD SEVEN:

PHYSICAL RESOURCES

Frank A. Sinsheimer	*Committee Chair; Professor of Health Science*
Gary Honjio	*Associate Professor of Physical Education*
Henry F. Klein	*Chair, Department of Art*
William A. Nelson	*Professor of Speech*
David Ogne	*Building and Grounds Administrator*
Henrietta Sparks	*Professor of Counseling*
Broncha S. Stern	*Professor of Family and Consumer Studies*
Elien M. Sugarman	*Associate Professor of Computer Science*
Dianne Wintrob	*Professor of Music*

STANDARD SEVEN: PHYSICAL RESOURCES

7A *Physical resources, particularly instructional facilities, both on and off-campus, are designed, maintained, and managed so that the institution can fulfill its goals and objectives.*

DESCRIPTION

Los Angeles Valley College (LAVC) offers a broad range of facilities to accommodate a variety of educational programs and activities. The forty-year old institution covers an expansive area of 106 acres with 26 permanent structures and 34 bungalows or temporary buildings. Plant management has a detailed plan for deferred maintenance (7.1).

The permanent buildings include Administration, Art, Behavioral Sciences, Business-Journalism, Cafeteria, Campus Center, Chemistry, Community Services, Engineering, Foreign Language, Humanities, Library, Life Science, Math Science, Men's Gymnasium, Motion Picture, Music, Plant Facilities, Physics, Planetarium, pool, Theater Arts, and Women's Gymnasium.

The bungalows are predominantly classrooms; however, these buildings also house the Reading Center, college police, faculty offices, Career Center, San Fernando Valley Historical Museum, and craft shops (7.2). The college police monitor the safety program. In order to reduce treatment time while waiting for emergency care, all officers are trained in advanced First Aid and CPR.

APPRAISAL

The campus is a reasonably safe, generally pleasant, and well-landscaped environment for students. In a faculty questionnaire about physical resources, most departments, especially the academic ones, believe that they are assigned adequate space to satisfy their curriculum and other activities. However, programs that use laboratories or other forms of psychomotor activity believe that their physical area is inadequate or poorly located (7.3). These programs are most often in areas where curriculum is constantly changing due to advances in technology. Some examples include art, computer sciences, family and consumer studies, health sciences, and physical education (7.4).

A reduction in the district-wide maintenance budget has affected the physical condition of the entire campus in recent years (7.5). Funds have been reduced drastically while staffing of custodians, gardeners, and skilled crafts people, such as carpenters, electricians, and plumbers, has been cut.

If allocated funds are not diverted because of unforeseen emergency repairs, the deferred maintenance plans are followed. Because the college is as old as it is, structures needing emergency repairs are occurring more frequently than in previous decades. As a consequence, planned maintenance is limited, and future emergency repairs will increase.

The college needs daily and deferred maintenance. Areas of the beautifully landscaped campus are often overgrown

and neglected. Conditions in some classrooms and restrooms are offensive to many faculty. Other buildings, like Theater Arts, need reconditioning. In addition, the nursing program and the relatively new computer science program are spread over the entire campus wherever space is available. Both programs need their own facilities. The Career Center is located on the opposite side of the campus from the counseling offices. Computer laboratories in some areas are poorly used while others are impacted.

Because of the hot weather in the San Fernando Valley, air conditioning is a necessity for about six months each year. Many permanent buildings and virtually all bungalow classrooms are not air conditioned. Although this improvement has been a major priority for the past few years, air conditioning has not been funded (7.6).

However, the last five years have seen some physical improvements.

- Monarch Hall, the student cafeteria, the second floor of the Campus Center, the football locker room, and several bungalow classrooms were refurbished.
- Roofs on eleven buildings were replaced.
- The air conditioning in the library and art building was replaced.
- The stadium was repainted, and some tennis courts were resurfaced.
- All permanent buildings and some bungalows have ramps and modified restrooms for handicapped access.
- Every parking lot provides handicapped spaces (7.7).
- Two new instructional facilities were installed: a learning laboratory for the electronic's computer repair program and a faculty-support resource center with data processing facilities.

Every effort has been made to improve campus access. Student parking lots surround the college and have few or no limitations to smooth passing. Recent safety precautions involved resurfacing the parking lots to reduce the hazards and installing electric eye outdoor halogen lighting. These spotlights have markedly increased visibility and safety while reducing energy costs. Low-energy light fixtures were installed throughout the college, but some areas still need additional lighting. When it is necessary, classes are relocated to insure that disabled students have access to the instructional program.

The college police face quite a challenge. The surrounding community has the highest robbery rate in the city of Los Angeles and has had increases in crime and safety incidents. Despite this fact, incidents reported at the college in the last two years have decreased 23% (7.8).

7B *Equipment for educational programs and services is adequate and properly maintained.*

DESCRIPTION

There are many categories of equipment at the college. Major equipment areas are instructional media, computers, physical education and athletics, science, and vocational education. Vocational education involves many disciplines and specialities. In turn, each program offers sophisticated laboratories or shop classes.

Funding for vocational educational programs in recent years has been available primarily through federal Vocational Education Act (VEA) grants whose funds are limited in amount and use. Academic programs purchased new equipment in the last two years through the California State Instructional Equipment (CSIE) fund.

APPRAISAL

Programs, primarily those in vocational education which use specialized equipment, do not have the funding to offer state-of-the-art learning opportunities. There is no planned maintenance for most equipment. Broken or stolen equipment is usually not replaced except from outside sources. State or federal sources provide funds for most new equipment purchased because money is not available through the regular budget.

Most departments report that an inordinate quantity of equipment is obsolete or in disrepair. Little or no funding is available for new purchases or maintenance. Maintenance and repair are handled on a first-come-first-served basis. Priority may be given to departments where health and safety or instructional needs are seriously impaired if the equipment is left unrepaired.

Security for equipment has been a college issue. The Learning Center is the only room with an audible alarm. Recommendations have been made to install alarm systems, especially in rooms with computers or other valuable, portable equipment. Recently two computer laboratories were robbed. Since the district is self insured, many of the stolen units have not been replaced. However, many of the locks have been rekeyed, and all buildings are locked by college police after evening classes are dismissed. This procedure has helped to reduce further loss of equipment.

Some departments have been able to purchase equipment for the first time in ten years. Although the money from the CSIE fund is very welcomed, it has been inadequate to effect a recovery of a decade of no funds.

7C *Development and use of physical resources is based on comprehensive educational planning.*

DESCRIPTION

Two existing plans are the Capital Construction Projects (7.6) and the Deferred Maintenance Plan (7.1). A master plan for future construction was developed several years ago. Since there has been no construction funding, this plan has not changed. College priorities remain consistent with no need to update or change the plan.

The Budget Review and Program Evaluation Committee makes recommendations to the president regarding major equipment purchases. The Building Committee, which has not met in several years, makes recommendations for new construction, major alterations, and improvements. It and the Work Environment Committee, which met once last year, include certificated, classified, and administrative staff with no student representation.

APPRAISAL

There is no apparent college-wide coordination of faculty and maintenance before equipment (e.g., computers, reproduction equipment) is purchased. These cir-

cumstances affect the educational program. However, the recent purchase of three area duplicating machines involved a coordinated effort of several departments and the Office of Administrative Services. Although there is a master plan for renovation and construction, it has not been funded, nor do funds appear to be available in the near future.

PLANNING

The college plans to

- Consider where space allocation might be changed to accommodate cramped programs more effectively and redesign areas which are spread out over the entire campus and where equipment can be used more efficiently.
- Schedule the air conditioning of classrooms as funds become available.
- Reevaluate the deferred maintenance schedule to anticipate repairs before emergency situations occur that alter planned maintenance.
- Install alarm systems to prevent the theft of valuable portable equipment.
- Explore ways to find money for new equipment and regular maintenance of existing equipment.
- Reevaluate and update the master plan for renovation and construction to meet the present needs of the college.
- Design a systematic approach for the coordinated use of computers throughout the college.

Documentation for Standard Seven

7.1	Deferred Maintenance Plan
7.2	LAVC campus map
7.3	Faculty Questionnaire on Physical Resources
7.4	Space Inventory
7.5	Memo, Operations Service Manager
7.6	Capital Construction Projects
7.7	Memo, Handicapped Office, Disabled Students Programs and Services (DSPS)
7.8	Security and Safety Reports, 1982-1987

STANDARD EIGHT:

FINANCIAL RESOURCES

Philip S. Clarke	*Committee Chair; Professor of Mathematics*
Augusta I. Chadwick	*Chair, Department of Computer Science-Information Technology*
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Franklin K. Fisher	*Instructor in Engineering*
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Henry F. Klein	*Chair, Department of Art*
Glenn R. Milner	*Professor of Economics*
Penny Pollard	*Associate Professor of History*
Robert L. Sprague	*Dean, Academic Affairs*

STANDARD EIGHT: FINANCIAL RESOURCES

8A *Financial planning is based on educational planning in a process involving broad staff participation.*

DESCRIPTION

Because the Los Angeles Community College District (LACCD) is a multi-college district, LACCD itself, rather than its individual colleges, receives funding at a state-established level. The district uses a formula in allocating projected available resources to its colleges and administrative offices (CD12). The formula, originally devised in 1981, has undergone several changes and refinements for the 1988/89 budget. The formula allocation to a college depends largely on the weekly student contact hours (WSCH) generated by the college over a three-year period.

The budget process in the district starts in January of each year for the following fiscal year. The Business Services Division issues the operational plan instructions (8.1) and the distribution of allocations to each college and division. These instructions state the policies, guidelines, processes, and calendar for developing the location budgets. Each college submits an operational plan in March to the district's Budget Branch. This plan gives the college's goal statements and program budgets in a component format. Component I provides for a foundation budget and represents the probable minimum funding of the college; Component II includes an additional budget up to a probable maximum level for the location. Regular certificated and filled classified positions are included in Component I. Some transfers between major object codes at a college may be permitted upon request (8.2).

At the college level, the budget is developed through a series of individual meetings between department chairs and/or activity supervisors, area deans, and both vice-presidents. These meetings establish department and activity priorities and assess needs, particularly in staffing, programs, and budget problems. In addition to these meetings, the college Budget Review and Program Evaluation Committee (BRPEC) meets to recommend, for the coming year, budget priorities and the redistribution of funds according to the aims and purposes of the college. The president and vice-presidents meet to establish policy. The operational plan is written. As a result of discussions between the college and district, adjustments are made in the plan, and the college's final budget is established.

The Capital Construction Plan incorporates plans for future construction in conjunction with the five-year master plan, other educational and educational-support planning, and planning resulting from the continual evaluation of programs. This plan recognizes the increased number of students, aging and deteriorating facilities, and the needs of a growing, changing instructional program.

APPRAISAL

Because over 90% of the college's budget in its operational plan concerns mandated personnel and utilities' costs, the college has limited flexibility in budgetary matters.

During the period from 1983/84 through 1985/86, the district suffered a major decline in average daily attendance (ADA). This decline has eroded its funding base (8.3). The Budget Branch of the Business Services Division distributes the allocations to the colleges. It contends that, in the present environment of restricted resources, adjustments in the formula allocations are necessary in order for all the colleges to operate with reasonable success. For example, the actual allocation to Los Angeles Valley College (LAVC) for 1988/89 for Programs 100, 031, 032, 034, 043, 151, and 179 as of May 1988 was approximately $911,000 below its formula allocation for the year. At the same time, the actual allocation to one of the other colleges in the district was more than $1,000,000 above its formula allocation for 1988 (CD12, p. 20).

From another perspective, based on the level of support for full implementation of AB 1725, the actual 1988/89 augmented final budget (as of October 1988) for LAVC was $2,385,000 below its AB 1725 determined share of the total augmented final budget for the LACCD colleges. On the other hand, the augmented final budget for the college previously mentioned above was $3,000,000 above its AB 1725 determined share of the total augmented final budget for the LACCD colleges (8.4).

There has been considerable dissatisfaction at LAVC with the lack of college autonomy in the budgetary process and with seemingly inequitable allocations from the Budget Branch. In May 1988, in response to a trustee's request for suggestions about the reorganization and decentralization of the district, representatives of the LAVC faculty, administration, classified employees, and students presented the Board of Trustees with a series of recommendations in a report. One recommendation was that "an equitable formula for allocation of funds be established with deviation from the formula--either increases or decreases--clearly analyzed and presented for the Board of Trustees." Such a formula would be recommended to the chancellor by a district-wide budget review committee "consisting of . . . faculty, students, administrators, and classified staff from each college as well as representatives of the district office" (CD22, pp. 8-9).

8B *Financial management of the institution exhibits sound budgeting and control, and proper records, reporting, and auditing.*

DESCRIPTION

The vice-president of Administration has responsibility for proper expenditures of the established budget. This person signs for all expenditures, prepares and processes all budget change documents (NF-12's, activity transfers, college budget changes), signs all payroll and assignment documents, and recommends to the president any additional classified staffing requests (8.2; 8.5).

The vice-president of Academic Affairs has a number of responsibilities: (1) determining the certificated personnel needs of the college, including hourly rate, (2) recommending to the president and the BRPEC the areas for instructional replacement and expansion, and (3) monitoring departmental activity to insure that budgetary allocations once determined are not exceeded.

As manager of the Business Office, the college fiscal administrator (CFA) is responsible for maintaining accurate fiscal records related to both income and expenditures. Income-related responsibilities include collecting student enrollment and tuition fees

and reporting to the district accounting office the revenue generated by the bookstore, the cafeteria, and the Community Services program. The CFA encumbers funds for all college expenditures after verifying by district computer that funds are in proper accounts. The CFA verifies funds for all budget transfers and is responsible for proper accounting, time reporting, and personnel procedures in the areas of expenditure of the college and Associated Student Union budgets, payroll time reporting, and employee personnel assignments.

All college personnel rely on the district budget and accounting computer database for information about expenditures and balances. Accounts are largely updated by district rather than college personnel. The financial reports available are usually printouts extracted from this database.

The initial controls are exercised in the operational plan process. Determining realistic budget appropriations is done by drawing historical data about major operational expenditures from reports furnished by the district as well as from local records. Additional needs and changes are identified in departmental meetings. Projections of salary savings from various leaves that are anticipated for the year are made. These savings are then used to fund needs that arise during the year.

The Office of Administrative Services (OAS) monitors balances in departmental supply accounts. Bimonthly financial reports on supply account balances are sent to all departments. Each year when the district publishes purchasing deadlines, each department is requested to inform OAS of its remaining purchases for the fiscal year. When excess funds are projected, these funds are transferred to other departments as requested and needed. Department chairs are notified of these transfers. Any operating deficit, as well as any operating surplus, is returned to the district at the end of the fiscal year. A budgetary imbalance, either positive or negative, is absorbed in the district reserves.

OAS allocates funds to departments for equipment purchase according to the recommendations of the BRPEC and monitors the balances in the equipment accounts. The payroll office oversees the student-worker accounts to insure that there are sufficient balances to cover expenditures. In general, the budgets of the cafeteria and all specially funded programs (programs funded by nondistrict sources) are reviewed and monitored by an assistant dean of Administration. Community Services and bookstore directors are responsible for monitoring their own budgets.

The district provides risk management with regard to loss by fire, theft, and liability for personal injury and property damage. The schedule of insurance is provided by the district's director of Business and Ancillary Operations (8.6). The size of the deductible in several categories represents a partial self-insurance program. Insurance reserves for self-insurance are included in the district's general contingency reserves.

College business functions are audited on an annual basis by Peat, Marwick and Mitchell as a part of their audit of all district funds, including enterprise funds and Associated Student Union funds.

APPRAISAL

The college and district controls for budget, expenditures, record-keeping, and reporting currently in place have usually resulted in expenditures being kept well within the budget. As an illustration of its effective

financial management, LAVC was the only large college in the district to improve its instructional efficiency (ratio of WSCH to instructor FTE) from fall 1982 through fall 1987. At the same time, considering the ratios of total expenditures to ADA and to enrollment, this college has been either the lowest or next to the lowest of any in the district (CD11, p. 36).

However, the college needs to improve budget control. The business office has had difficulty submitting its cash collection (income) reports to the district in a timely fashion due to insufficient staff. There is also a need for someone with professional accounting expertise to help the CFA. To expedite and improve the accuracy of clerical processing related to budget control, more support staff is needed.

Controls are imposed upon departments and offices largely from the outside rather than from within. Despite the many years of financial instability, there remains a high level of faculty and staff ignorance about college and district budget processes and information. For example, most activity managers did not use all of their available student-worker hours in 1987/88. As a result, there were missed opportunities to use existing financial resources, limited as they are, in meeting legitimate educational needs. Although budget and expenditure information is public and the latest computerized data are available in the OAS, the information should be more widely available. In addition, there is a strong feeling among faculty about the need for greater openness among district and college administrations and faculty about the budget.

The information in the district's budget and accounting computer database needs updating. Personnel costs constitute a large part of the college's and district's total expenditures, yet salary charges are posted in the database very late. As a result, salary-account balances cannot be relied upon to be accurate and current. Program and office managers must note the pay periods yet to be posted and manually update their expenditures and balances. Because the input of data is done at the district, the college is unable to correct this problem.

There are at present no programs or auxiliary organizations which develop financial support for the college from outside sources; however, the LAVC Patrons Association, does raise funds for student scholarships. Plans for an LAVC foundation are now in process.

8C *Financial resources are sufficient to support institutional objectives, maintain the quality of its programs and services, and serve the number of students enrolled.*

DESCRIPTION

The financial resources of the college depend upon the fiscal health of the district and upon the annual allocations to the college as determined by the Budget Branch. The district general fund ending balance has increased from a deficit of $3,834,370 on July 1, 1985, to a surplus of $20,550,929 on July 1, 1988 (8.7). The latter figure is approximately 10% of the district's general fund as compared with the 5% of general fund expenditures recommended by Peat, Marwick and Mitchell for the general fund ending balance (8.8).

The district allocation to any one of its colleges depends largely on the WSCH generated at the college, from which the college ADA is computed. Both the district and the college have declined in ADA from

1983/84 to 1987/88, but the percent decease at LAVC has been less than in the district (8.3). On the other hand, the percent increase in ADA from 1985/86 to 1987/88 has been greater at LAVC than at the district (8.2% vs 4.0%).

College maintenance costs are prioritized in the college operational plan, which is submitted annually to the Business Services Division. Deferred maintenance expenditures were $217,307 in 1987/88. Approximately $210,000 was allocated for the college for maintenance in 1988/89. Requests for deferred maintenance funds are sent to the district, given a priority rating, and then transmitted to the state for further rating.

APPRAISAL

Currently the district is in a satisfactory fiscal condition although there is a continuing concern about its ADA, which is considerably less than the district's total of 69,202 for the year 1982/83 (8.3).

If district income continues to increase at a rate near the yearly cost-of-living-adjustment (COLA) figure for the California community colleges, the financial resources available to the college should be minimally adequate. As the college president noted in a statement on goals, the college has been "consistently and relatively underfunded for its WSCH and enrollment. As a result of the cumulative effect of underfunding, the 1988/89 allocation will leave many of the immediate college needs underfunded and will provide no means for repairing long-term needs." (8.9). Enough additional income, for example, would allow the college to schedule more classes in high-demand disciplines, improve maintenance and security, and strengthen student services and instructional support activities.

Unmet Needs

- The air conditioning of the PRIME 750 computer system is old and needs repairs. High temperatures have already damaged components of the computer system.
- An improved security system was not installed; consequently, twelve PC's, four PC system printers, and a network printer were recently stolen.
- Because there is not enough money for rapid servicing of the Computer Science-Information Technology Department's microcomputer systems, they must be maintained by understaffed Plant Facilities, and instruction is negatively impacted.
- Instructional Media Services (IMS) is now staffed only by a senior graphic artist and a media distribution clerk, and servicing the aging audiovisual equipment has become a critical problem.
- The Learning Center is presently staffed only by a consulting instructor and a media assistant. Formerly, the center also had an instructor, special assignment, in English for ESL students; a second media assistant for evening students; and a clerical person.
- Available funds for new books and periodicals for the library have been severely reduced.
- The college no longer employs an information clerk, so counselors answer

routine questions that interfere with their regular counseling duties.

- Throughout the college there is a shortage of clerical personnel. The president's office handles requests for information. Prior to the spring semester, this office logged 130 calls in a five-hour period.

- The public information officer was formerly a full-time position and is now part-time.

PLANNING

The college plans to

- Consider employing a supervisory-level person who would work with the CFA to oversee payroll and personnel and to identify salary savings.

- Continue to press its case with the district for more equitable funding.

- Establish a viable and active foundation for the purpose of raising funds from outside sources.

Documentation for Standard Eight

8.1	LACCD Operational Plan Instructions: Business Services Division, 1988/89
8.2	College Budget Change Authorization Form--Fiscal Form CBC-1
8.3	Average Daily Attendance, LAVC and LACCD, 1983/84 through 1987/88
8.4	Comparison of Augmented 1988/89 Final Budgets with AB 1725 Program Based Model Budgets, Business Services Division
8.5	NF-12 form
8.6	Memo to Vice-Presidents, Administration and Business Managers, from Director of Business and Ancillary Operations, October 7, 1988
8.7	LACCD General Fund Income and Balances by Source, 1985/86 through 1988/89, Table 1
8.8	LACCD Annual Fiscal Statement (Peat, Marwick, Mitchell), June 30, 1986
8.9	LAVC Operational Plan, 1988/89

STANDARD NINE:

GOVERNANCE AND ADMINISTRATION

Sylvia B. Lubow	*Committee Chair; Professor of History*
Pat Blakeslee, Ph.D.	*Chair, Department of Psychology*
A. Susan Carleo, Ph.D.	*Director of Center for Advancement of Business, Labor and Education (CABLE)*
Thomas D. Clayton	*Professor of English*
Franklin K. Fisher	*Instructor in Engineering*
Martin L. Hittelman	*Professor of Mathematics*
John S. Maddox	*Professor of History*
Douglas Mugisha	*President, Associated Student Union*
Charlotte Saldick	*Textbook and Supply Order Assistant*
Maryamber S. Villa	*Professor of History*
Charles F. Weymann, Ph.D.	*Professor of Political Science*
Edwin Young, Ed.D.	*Vice-President, Academic Affairs*

STANDARD NINE: GOVERNANCE AND ADMINISTRATION

9A *The board establishes broad policies to guide the institution, selects a chief executive officer, approves educational programs and services, secures adequate financial resources, and insures fiscal integrity. The board exercises responsibility for the quality of the institution through an organized system of institutional planning and evaluation. The board is entrusted with the institution's assets and charged to uphold its educational mission and program, to insure compliance with laws and regulations, and to provide stability and continuity to the institution.*

DESCRIPTION

The seven members of the Los Angeles Community College (LACCD) Board of Trustees are elected by the public at large to represent the public's interests. A non-voting student trustee is selected by students through a process approved by the board (CD10: E-78).

The LACCD and Los Angeles Valley College (LAVC) theoretically operate under formal and well-enunciated Board of Trustees *Board Rules* (CD23), district administrative organizational charts (9.1) *Administrative Regulations* (CD10), *Personnel Guides* (CD15), and equitable budgetary processes (9.2). These documents outline the policies, rules and regulations regarding curriculum development, graduation requirements, special classes and services, instructional and academic standards, and personnel services.

However, as alluded to in the 1983 LAVC accreditation team's report (CD21), the district and college have operated in practice quite differently from the organization briefly described above. The district has been involved in a prolonged administrative and budgetary crisis which led to the election of a new Board of Trustees' majority in 1987 and to the appointment of a new chancellor in 1988. Observations expressed again in the July 1988 AVA Consultants report to the District Commission on Reorganization indicate that serious problems exist within the governance and administration of the district: "No regularized system of governance has ever been institutionalized in the district" (9.3; 9.4). Nor has a process for consultation and decision-making been developed which operates as formally stated.

Local colleges are not involved in the initial deliberations in which staffing and budgetary policies and procedures are developed. Instead, these are developed by district staff and then presented to the various local constituencies for reaction. Many district-wide councils and committees with blurred decision-making and reporting responsibilities operate outside the formal organizational charts, and the vice-chancellors, rather than acting in a staff capacity, have played a major role in policy development directly affecting the colleges more than have the college presidents (9.4; CD22).

The structure of board meetings has limited and omitted regular input from college presidents, academic senates, and bargaining agent representatives. All items placed on the agenda are determined by board members or district staff. Requests from district personnel or the general public to address the board on either agenda or

nonagenda items are limited to five minutes unless the board formally votes an extension (CD23: 2501.10b).

In curriculum planning and development, the district staff has increasingly centralized and managed research, articulation, and staff and curriculum development procedures. Administrative Regulation E-65, designed to formalize the district's curriculum planning and approval process, was circumvented by using administrative advisory councils and by establishing groups such as the District Core Curriculum Committee and the ESL Institute which bypassed college curricular processes and presented their proposals directly to the Board of Trustees.

The district process for budget development and for the allocation of funds continues to concern the college staff (CD12; 9.2). The actual allocation of funds deviates from published budget formulae and has with great consistency resulted in the underfunding of the college's programs compared with those of other colleges in the district (9.5; 9.6).

The centralized development and implementation of both classified and certificated staffing plans have seriously impeded the college's ability to meet staffing needs as determined by college analysis.

Since 1983--as well as for some years before--this centralized decision-making, coupled with the continuing deterioration of state financial support for the district, led to conditions of uncertainty, loss of college authority, and lowered morale. "Crisis planning" has been the *modus operandi* of both the district and college as the board increasingly relied on the judgment of the district administrative staff while excluding its other constituencies--the college presidents, faculty, classified staff, and students.

The board's February 1986 decision (9.7) to issue layoff notices to 157 full-time certificated faculty led to a period of increased and widely publicized turmoil. Ultimately, only three instructors were laid off while the rest (seventeen instructors from LAVC) were reassigned to credentialled, but not current, fields. Most reassigned and/or laid-off members of the full-time faculty were able to return to their previous disciplines if they chose. Some instructors were transferred on a full- or part-time basis to other campuses, and hourly rate assignments in the affected disciplines were eliminated.

The publicity accompanying the turmoil in the district, coupled with charges of fiscal irresponsibility, led to the reconstituting of the Board of Trustees as a result of the spring 1987 election with three new members and the reelection of the one member who had voted against the layoffs (9.7; 9.8). This situation led to some changes. The new board has made a serious and continuing effort to consult with all segments of the district's personnel in order to gain well-developed insights into the complexities of district and college governance. At one new member's request to the college for recommendations to reorganize the district in order to improve its effectiveness, the LAVC Academic Senate Executive Committee and the college president met in January 1988 and agreed to hold a college retreat on the issue of district reorganization and decentralization. This two-day retreat, held on faculty vacation days and attended by over thirty faculty and administrators, was jointly sponsored by the Academic Senate, the LAVC Chapter of the AFT Faculty Guild, and the college administration.

The Board of Trustees later issued a directive to the colleges and district office "to develop a spectrum of alternatives and

recommendations for administrative reorganization and decentralization of the Los Angeles Community College District" (9.9) by May 9, 1988. Responding to this directive, the college president held discussions with representatives of the classified staff unions and the Associated Student Union. Their results were incorporated in the final LAVC report (CD22: p. 2) submitted to the board with reports from other district colleges.

The concept underlying this college's report was that the college should "resume those normal and traditional functions and the responsibility for decisions which enhance the college community and which give the college the authority and responsibility to provide and deliver the best possible educational programs. LAVC's concept of 'normal and traditional functions' is based on the ten standards required for accreditation review by the Western Association of Schools and Colleges" (CD22).

In the interim, the Board of Trustees appointed a district-wide Commission on Reorganization which reviewed the reports from both the colleges and district offices and developed a final set of recommendations for the reorganization of the district. The commission hired an outside group--AVA Consultants to Policy and Management Leaders in Education--in order to gain the added perspective of an external review team. This firm's recommendations, *Perspectives on Reorganization* (9.3), were included as a supplement to the *Commission on Reorganization Report* which was presented to the Board of Trustees in August 1988 (CD18). It is to be noted that the perceptions and recommendations of the LAVC staff are well represented in the reports of the district commission and of the external review team.

Additional action by the board led to the resignation of the chancellor and a vice-chancellor and the reassignment of two other vice-chancellors, one to a teaching position and the other to a college administrative position. A nationwide search for a new chancellor culminated in the appointment of Dr. Donald Phelps on September 1, 1988.

APPRAISAL

Changes in district personnel noted above may have a direct and significant impact on the nine colleges' programs. It is, however, too early to determine how substantive these changes will be or exactly how they may affect either LAVC's relationship to the district or the college's local governance structure. However, some preliminary judgments might be made, based upon some tentative steps which have been initiated.

First, policy statements issued by the board and regulatory changes instituted since the 1987 election suggest that a movement away from a highly centralized organizational structure has begun. The college presidents appear to have greater authority in decision-making, with district staff serving a more facilitative role. The presidents, rather than district staff, now represent their respective colleges at board meetings, although the structure of these meetings remains unchanged.

Second, efforts to structure the various district-wide councils and committees are underway; the size and expense of the district office have been reduced; the District Core Curriculum Committee has been disbanded; the appointment of both classified and certificated staff no longer requires district approval provided that such hiring is

supported by college budget allocations (9.10).

Third, the chancellor has directed that each campus establish a college-wide planning and advisory committee (PAC) (9.11) whose first task is to develop 1988/89 college budget recommendations to be forwarded to him. These are a first step in developing a budget that his cabinet will review and modify before forwarding to the board for action.

This proposal may alleviate the adverse effects of previous budgetary allocation procedures. Since 1983, LAVC's underfunding, compared with other district colleges, has detrimentally affected the educational programs and student services. On the other hand, despite underfunding, the college has improved its average class size from fifth place (1982) to first (1987/88) in the district. The results of this underfunding are clearly evident in the following areas.

- The level of student support services, especially in the library, Learning Center, and tutoring for noncategorically funded students has deteriorated.
- The establishment of a viable transfer center has been delayed.
- Instructional support services, supplies, and equipment are underfunded in comparison with other district colleges of comparable size.
- The college can not afford to release faculty from classroom instruction to spend concentrated time developing curriculum and programs without reducing the number of classes offered.
- Inadequate funding for classified services and college-wide staff development has affected instruction and administration.
- Buildings and grounds cannot be properly maintained.

9B *A primary function of administration is to provide leadership that makes possible an effective teaching and learning environment for achievement of the institution's stated purposes.*

DESCRIPTION

District Leadership

The district administrative structure is currently being reorganized as a result of a general dissatisfaction with the current structure and the departure of the previous chancellor and three vice-chancellors. In the past few years, the Personnel Services Division was changed to the Division of Human Resources, and the Educational Services Division was changed to the Division of Educational Research and Development. These names had mirrored a change in the function of centrally based administration from one of service to the colleges to one of direction and control by the central office. Most decisions were made at the district level: the number of faculty in each area on campus; the programs to be expanded or reduced; and major local budget decisions.

College Leadership

Total college-wide administration from fall 1983 to the present has remained at twenty-two and includes the president (the college's CEO), two vice-presidents, four deans, six assistant deans, and nine clas-

sified management staff. Vice-presidents oversee the operation of specific college operational units and personnel, direct the policies and practices for their divisions, and represent these divisions. The administration has been organized into the following two major categories.

- Administrative Services is headed by one vice-president who is responsible for the dean of Student Services and five assistant deans in charge of Admissions, Administrative Services, Community Resources, and Extended Opportunity Programs and Services (EOPS), Community Services, all buildings, grounds, budget, and classified and noncertificated staff.

- Academic Affairs is headed by one vice-president who is responsible for three deans of Instruction, one assistant dean, and six classified support staff assigned to the Office of Instruction, curriculum, counseling, academic publications, and all 285 full-time classroom faculty, and 240 part-time instructors.

College administration meets minimum standards set by the district in academic, credential, and experience areas. Administrators participate in workshops to enhance their management and administrative capabilities.

Five deans and assistant deans appointed at this college within the past two years moved directly from teaching positions to administration without formal orientation or training. Development of competency is based upon on-the-job training and from experience gained in their former instructional positions. The *Administrator's Handbook* (9.12) is available from the district offices upon request, but it is out of date (1981).

APPRAISAL

Under centrally directed decision-making, college presidents complained that they had no power to influence the development of their colleges; faculty members complained that the central office was telling them how and what they should teach, and classified staff complained that there was no opportunity to advance. In the last year, the Board of Trustees, aided by a new chancellor, has begun to move some decision-making power back to the individual colleges. Presidents and colleges now have increased responsibility in hiring and program direction. The classified service is currently undergoing a study to determine possible restructuring. However, the full impact of reorganization has not yet been felt.

Furthermore, as the allocation of resources in recent years has dwindled, the effectiveness of the process to develop the college's operational plan has also diminished. This situation has especially been a problem for LAVC. According to the chancellor's budget report (9.13), LAVC is presently funded for approximately 4.4 classified positions less than one district college and 18.75 positions less than another district college, both of them similar in size and function to LAVC. Budget reports show that over the last four years, LAVC has been cut 21+ classified positions (or -10.3%) while the district's central offices have added 25.4 positions (or +8%).

The underfunding of LAVC in comparison with the rest of the district's colleges for the past five years has cumulatively created severe difficulties for the college administration and produced lasting detrimental effects on the educational programs and delivery of educational services to the students. Although the college has improved its average class size from fifth in the district

in 1982 to first in the 1987/88 school year, concomitant funding support from district allocations has been withheld. The results of this disparity are evident in virtually every area of the college's programs and services.

- Support staff has been cut approximately 50%, seriously hampering instruction and administration. Reductions in student enrollment have paralleled staff reductions in registration and programming.

- There has been a noticeable deterioration in the level of student support services, particularly acute in library services, with some staff on limited assignments; in the Learning Center, with noncertificated staff cut by 60%; in the availability of tutoring for noncategorically funded students; and in the establishment of a viable transfer center which has been delayed.

- Instructional support services have also suffered with reductions in the purchases of books and periodicals; Instructional Media Services (IMS) noncertificated staff was reduced by 75% and no longer does maintenance of media equipment. In addition, the availability and flexibility of the equipment is limited because it has been distributed throughout the campus rather than being centrally located.

- Program development has been handicapped as the college has not had sufficient funds to release faculty from classroom instruction for concentrated curriculum and program development.

- Security was cut 33% from its authorized strength. Due to inadequate security, expensive instructional equipment was stolen. Replacement takes months.

- The bookstore pays district staff from profits rather than from the general fund, as with other district employees. Furthermore, despite the fact that the bookstore is a part of the LACCD operational structure, it is charged for the space it occupies, contrary to prevailing budgetary practices for the rest of the college operation.

- The cafeteria staff has been cut by 60% with a corresponding reduction in funding. It is closed in the evenings, and service in the faculty cafeteria has been eliminated. As a result, there has been a dramatic decline in the use of the facility, and an important informal communications center and a convenience have been undermined.

- The clerical staff is supplemented by volunteers, overtime, and relief and part-time staff to fill in. Additionally, offices may be closed or services, like the mailroom, reduced when a person is ill or moved to another location. Classified support for all individual departments, except the English and the Health Science departments, has been replaced by the Faculty Support Center.

- Custodial and maintenance staff were cut by half with no way to offset cutbacks. Because of the skeletal staff, faculty offices and student restrooms are not regularly cleaned. Buildings scheduled for major repairs have been neglected for twenty-five to twenty-nine years. Repairs are made after costly damage occurs. In some instances, instructional areas have been closed for repairs. While recent financial relief from the state government has addressed the worst conditions, noncatastrophic maintenance is routinely deferred.

The district has handled the minimal staff development for the past five years while seeking little input from the college staff about the type of programs needed or desired. Although some of the classified programs for staff development have been positively perceived, the faculty has been very critical of the district-developed programs. The staff development plans initiated by AB 1725 should provide much needed assistance. Furthermore, new administrators would benefit from orientation and training programs, which have not been offered.

The move toward decentralization may provide the colleges with the resources needed for their autonomy. If so, LAVC will be able to begin restaffing to make up some of the current deficiencies. The formation and activities of a planning and advisory committee (PAC) could become the major college vehicle for educational planning and budget decisions. The PAC should assume a comprehensive role in improving the quality of education and in the allocation of funds for the college. These decisions will be driven by the college's mission and functions.

9C *The role of faculty in institutional governance is clearly defined.*

DESCRIPTION

The role of faculty in institutional governance at the college is clearly defined in a number of documents: the Constitution of the LAVC Faculty Association/Senate (9.14), the agreement establishing the structure and functions of the Valley College Curriculum Committee (VCCC) (9.15), the collective bargaining agreement (CD16), and the *Faculty Handbook* (9.16). The executive committees of both the Academic Senate and the collective bargaining agent meet regularly with the college administration, and representatives from both bodies serve on the following college standing and ad hoc committees: Budget Review and Program Evaluation, Work Environment, VCCC, Affirmative Action, the Departmental Council, and Staff Development. In addition, the structure of most college committees is being revitalized and reorganized to define more clearly their functions and responsibilities.

The requirements of the State Chancellor's Office, as mandated in AB 1725 to develop the structure of a college-wide staff development committee (9.17) and activities for administrators, faculty, and classified staff, are currently being addressed. This process involves redesigning and reconstituting the Staff Development Committee to include representation from all constituencies.

APPRAISAL

Faculty participation in college governance during the current administration has been and remains good. Under the leadership of a new chancellor and Board of Trustees' majority and with improvements in the fiscal situtation, some areas may be improved. However, the problems listed below persist and may require new understandings or agreements to resolve.

- Although faculty understands that its role in the budget process is advisory to the president and though it is represented on the Budget Review and Program Evaluation Committee, the faculty believes that it should be more involved in budget planning and allocation, particularly in the initial stages of budget planning.

- Serious work environment problems exist which are only partly the result of the severe budget problems. The faculty has been ineffective in getting increased support for Instructional Media Services, an integral part of the educational program.
- The administrative criteria used to allocate classes to departments are not understood by all department chairs.
- The Faculty Association Office is still housed in an inadequate and inconvenient location instead of in the Administration Building, and the bargaining agent has no college facilities.
- The administration frequently fails to honor the right of faculty to choose its own representatives on college and district committees.

9D *The role of support staff (nonfaculty status) and of students in institutional governance is clearly defined.*

DESCRIPTION

Nonfaculty Support Staff

The classified staff is represented by the following employee organizations which define rights; protect those rights through the grievance process; and negotiate for career development, retraining, and study-leave opportunities.

- American Federation of Teachers College Staff Guild, Local 1521, represents those in the clerical-technical unit.
- Police Officers Association represents those in college safety and police services.
- Los Angeles City and County Employees Union, Local 99, represents those in maintenance and operations, including plant facilities and cafeteria employees.
- Los Angeles County Building and Construction Trades Council represents those in crafts (e.g., electricians, plumbers, carpenters).
- Supervisory Employees Union, Local 347, represents supervisory employees

Classified staff also may have representatives on various college committees: Affirmative Action, Sexual Harassment, Budget Review and Program Evaluation (to be replaced by PAC), Work Environment, Accreditation, Staff Development, and Classified Restructuring. This last committee is currently studying the classification structure in order to make recommendations about equity, a better alignment of classifications and duties, and salaries.

Communications for support staff include periodic bulletins from the district personnel office on job opportunities, including provisional, permanent, and promotional positions. Information about staff development workshops is posted on bulletin boards in the Administration Building. In addition, information is received through the district *Courier* (9.18), the monthly AFT Staff Guild *Perspectives* (9.19), and the AFT Faculty Guild *Read-On* (9.20). The *Classified Staff Information Handbook* (9.21)

was developed in 1982 and needs updating.

Students

Students participate in college governance through the Associated Student Union (ASU) whose purpose is to identify and help meet student needs. It is funded by revenues from voluntary student fees and from interest earned by the Student Trust Fund. Funds are distributed through an annual budget established by the ASU with money apportioned to each commissioner for specific areas of responsibility. The balance of the budget helps finance various programs and departments on campus. ASU governance includes the Executive Council, the Senate, and standing committees. A student trustee on the district Board of Trustees is selected on an annual basis to serve as a nonvoting member of the board.

APPRAISAL

Nonfaculty Support Staff

The role of support staff in institutional governance is limited. Committees on which individuals serve meet infrequently, if at all. Some representatives have difficulty leaving their work stations for meetings. Stated responsibilities on these committees are not fully realized for the following reasons.

- Communications between district and college classified staff are not always well circulated, and no clear and easy mechanism to distribute them to individuals is available.
- Few staff development workshops have been held in recent years.
- Morale has been low because of layoffs and understaffing. In January 1986, for reorganization and budgetary reasons the district terminated twenty-six employees (several from the college) in the support staff units. Additionally, morale is low as a reflection of prevailing salaries which rank among the lowest in the state for staff.
- Frustration exists among some employees who believe they do not have a voice in decision-making.

Students

Students who participate in the ASU do so with enthusiasm and commitment. However, general student body interest and involvement in student governance and the ASU are very limited. This situation can be attributed to (1) severe cutbacks in student sevices; (2) the difficulty of cultivating a college community atmosphere in a nonresident college; (3) the program cuts that reduce opportunities for diversity and stimulation; (4) the district-instituted removal of ASU income from parking fees and bookstore; (5) a lack of child care for school-age children; (6) limited distribution of information; and (7) inconvenient location of board meetings and the timing of speakers in a way that discourages student participation.

Students reacted strongly to the classified staff and faculty layoffs by making extensive protests to the Board of Trustees, writing to board members and local newspapers, and expressing their attitudes through the *Valley Star*. However, generally students are discouraged from making board presentations because of the locations and time of board meetings

PLANNING

The college plans to

- Develop at the chancellor's direction the structure of the college-wide planning and advisory committee (PAC) with the college administration, Academic Senate, and faculty and staff collective bargaining agent representatives working together cooperatively. This committee will combine budgeting and planning more closely and replace both the Budget Review and Program Evaluation Committee and the Goals and Objectives Committee; the Strategic Planning Committee is also being eliminated.

- Participate in a chancellor-promised district planning and advisory committee, to be composed of representatives from the various constituencies of the district: faculty and staff collective bargaining agents, Academic Senate, local and district administration. Its duties would have a district-wide role much as the college PAC's.

- Continue participating through the Academic Senate and the college collective bargaining agents in district reorganization so the college can serve the local community's needs, help the distict provide better service, and maintain pressure for a more rapid and profound decentralization. Evaluation of the effectiveness of the changes should be instituted.

- Evaluate the results of the classified restructuring study, as well as the impact of its implementation.

- Circulate information on administrative issues and governance to support staff in a broader, more organized, and more available manner.

- Plan for a more comprehensive, distributed data processing system which should improve the college's ability to administer the various facets of college life in a more effective, efficient, and democratic manner. This system should enable the college to collect data and conduct research.

- Investigate the upgrading of student services, including health services, childcare services, tutoring, and an increase in student workers.

Documentation for Standard Nine

9.1	District Organizational charts
9.2	Budgets and Allocation Formulae, 1984-1988
9.3	AVA Report: *Perspectives on Reorganization: The Report of the External review Team to the Los Angeles Community College District Commission on Reorganization*
9.4	Memo, District Council Committee Structure, 7/1/88
9.5	LAVC generated graphs and statistical analyses
9.6	Memo, "Augmentation of 1988/89 Operating Budgets," from Thomas Fallo, May 9, 1988
9.7	Memoranda pertaining to faculty layoffs 1985/86
9.8	News Clippings, Spring 1987
9.9	Directive, the Board of Trustees, March 16, 1988
9.10	Planning and Advisory Committee Structure
9.11	Memo, Chancellor Phelps, November 3, 1988
9.12	*Administrator's Handbook*, 1981
9.13	1983 and 1987 Chancellor's Budget Reports: Comparison of District Noncertifcated Positions, Funded 1983 and 1987 Change in Clerical Staffing at LAVC during past five years

9.14	Constitution of LAVC Faculty Assocation / Academic Senate
9.15	LAVC Curriculum Committee structure
9.16	*LAVC Faculty Handbook*
9.17	Staff Development Committee structure and report
9.18	*LACCD Courier*
9.19	AFT Staff Guild *Perspectives*
9.20	AFT College Guild *Read On*
9.21	*LAVC Classified Staff Information Handbook*

STANDARD TEN:

DISTRICT RELATIONSHIPS

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STANDARD 10: DISTRICT RELATIONSHIPS

10A *The system has an official set of objectives, policies which define system and college relationships, and an organizational plan which establishes lines of authority and delineation of responsibilities.*

DESCRIPTION

The mission of the Los Angeles Community College District (LACCD), as approved by the Board of Trustees, was recently revised to align it with the mission articulated in state legislation AB 1725 (10.1). Until the fall semester of 1988, college presidents appeared at times to report to vice-chancellors in the divisions of Human Resources, Educational Planning and Development, and Business Services. Now, as part of the on-going district reorganization, the presidents represent their respective colleges directly to the chancellor and the Board of Trustees.

Procedures for developing policies are generally contained in either *Board Rules* (CD23) or *Administrative Regulations* (CD10), but much policy development is ad hoc. Organizational charts and job descriptions exist but are out of date. As this 1988 self study is being conducted, the relationships between the district and the individual colleges are in flux, and the roles of the board and the district in relation to the colleges are changing. A detailed narrative of this situation is presented in Standard 9A. Some additional comments here are appropriate.

To assist it in policy development, the board has created several new committees: Capital Assets, Long Range Planning, Personnel, Audit/Budget, and Relocation. These committees hold frequent and open public meetings to provide the board with information and opinions from knowledgeable groups and individuals. College faculty, staff, and students are welcome to contribute, and the board actively solicits expert advice from "in house" as well as from outside consultants.

As a result, in this relatively short period of time, plans have been completed for the relocation of the district offices, and a major review and revision of the district's data processing services have been initiated. Most of the previously laid off or transferred full-time instructors have been returned to their original assignments. A waiver system which prevented colleges from filling needed positions has been eliminated. The new chancellor has called for the creation of college planning and advisory committees (PAC) to integrate the planning and budgeting processes and has stipulated that all college constituencies be represented.

APPRAISAL

Administrative procedures for reviewing programs and curriculum (CD10) were ignored to a large extent and/or circumvented for several years as attention was diverted to the disruptions in the educational program associated with faculty and staff layoffs. New Title V regulations require that the academic senates reach agreement with the district on the composition of the District Core Curriculum Committee. In spring 1987, the District Academic Senate held a two-day retreat to review and redraft the regulations governing the district's review and development process. Although these recommendations were sub-

mitted to the district in spring 1987, there has been no action on them (CD24). An administrative committee is currently reviewing the senate's proposal. It is anticipated that better procedures will be in effect within the next year.

10B *The system has communication methods which provide for the flow of information in a timely and efficient manner.*

DESCRIPTION

The chancellor and the presidents of each college are charged with the responsibility to develop communications programs to inform the public and the college community about "the philosophy, functions, activities, organizational programs, and events of the LACCD." *Board Rules* and *Administration Regulations* that refer to dissemination of such information are bound and kept in the president's and vice-presidents' offices and are available to the college community. The district Office of Communications Services (OCS) also keeps these records and disseminates information to the public when requested.

By directive of the previous chancellor (10.2), it is current policy that all public information requests and/or media inquiries be directed to and coordinated by the OCS. Before each Board of Trustees meeting, this office regularly distributes a "Front" single sheet of the board agenda together with a "Media Tips" sheet (10.3) to all area media. After the meetings, it distributes 6,000 copies of "The Board Report," an action summary (10.4), to the campuses and selected members of the public. The *Courier* (10.5), the official district publication distributed to all employees periodically, contains news of general interest. Additionally, OCS subscribes to a news clipping service and distributes monthly its Los Angeles area compilations about the district and its colleges to the presidents (10.6). It also distributes a "Communications Report" (10.7) summarizing the number and nature of media inquiries directed to the OCS. If appropriate, the director also issues news releases to the media.

The OCS staff includes the director, three public information officers (PIO), and four clerical assistants. The several PIO's are responsible for publicizing the programs and activities of the individual colleges but report to the district director. Prior to 1983, each college had its own officer; however, individual positions have since been eliminated, and a PIO is responsible for more than one college. Los Angeles Valley College (LAVC) shares an officer with a nearby district college. The OCS office neither "markets" educational programs nor supports recruitment but assigns these responsibilities to the individual colleges.

College presidents and the Academic Senate chairpersons receive the Board of Trustees' agenda (10.8) the Monday before the Wednesday board meetings. Agenda are also distributed to the officers of various certificated and classified unions, the district staff, and members of the public upon prior request. Requests to address the board must be received by the morning of the meeting. Addresses are limited to five minutes. A representative of the Faculty and Classified Staff guilds, the District Academic Senate, and the Administrators Association, along with members of the district's administrative staff, are seated as resource persons and may comment on discussions when recognized. Minutes are distributed weeks or months later (10.9).

The Business Services Division maintains a

daily intradistrict courier, has a computerized intradistrict telephone system, and disseminates regulations and policies to all its employees.

All administrative regulations are distributed by the vice-chancellor of Business Services to college presidents, college and district senior staff, and employee collective bargaining representatives. These documents are supplemented by directives and memoranda from the chancellor's office. Notably, the Academic Senate chairpersons are not on the current distribution list (10.10). Classified employees receive periodic bulletins (10.11) from the Division of Human Resources (e.g., insurance, promotional opportunities). These announcements, together with Board of Trustees' agenda and minutes, are posted on several official bulletin boards.

Agenda and minutes of the chancellor's cabinet meetings and of the councils of vice-presidents of Administration and of Academic Affairs are distributed to their respective members but are not widely disseminated. Meeting dates, agenda, and minutes of some twenty-three subordinate district-wide councils which participate in the development of district and college policies and procedures are also not widely disseminated (10.12).

The certificated bargaining agent regularly publishes *Read-On* (10.13), an informative bulletin containing items related to employment and working conditions and information about on-going negotiations, grievances, legal positions, and commentary of a more general nature. The LAVC Faculty Guild also periodically surveys the faculty on issues concerning employment and working conditions and publishes compilations of the responses. The chapter chair holds regular college meetings open to all faculty and publishes the positions taken at the meetings. The classified staff receives monthly AFT Staff Guild bulletins, and some personnel participate in district-organized staff development workshops.

The college administrative staff distributes class schedules, catalogs, and information about registration and special events to a lengthy mailing list of residents within its service area and to its feeder high schools. The weekly *Faculty Bulletin* (CD9), widely circulated on campus, has information about events, notices of particular significance to the faculty, and the minutes of both the Academic Senate and the Valley College Curriculum Committee. These bulletins are kept for ten years.

The weekly college newspaper, the *Valley Star* (CD13) is widely circulated on campus and to the district office. It is available in newspaper bins around the college and at the information counter in the Administration Building. The Extended Opportunity Program & Services office distributes a bulletin six times a year to students receiving financial aid (10.14). At registration time, students receive an up-dated copy of the *Student Handbook* (10.15) with information about the Associated Student Union (ASU) and regularly scheduled activities and services. ASU receives information of district-wide student concerns and events through monthly meetings of the ASU presidents with the student trustee.

Members of the community who serve on vocational advisory committees help to maintain a flow of information between the college and the employers of community college students.

APPRAISAL

There are several areas where improved communications would benefit the college. The loss of the position for a full-time PIO has been particularly damaging. *Upbeat*, a newsletter formerly written for campus staff and community organizations, has been discontinued because of the lack of support personnel. There is little use made of public information services provided by local non-print media, and information about the college has virtually disappeared from local news publications. For example, during August and September 1988, only one item concerning the college appeared in area publications (10.6).

Communication between the Board of Trustees and the various district constituencies needs to be improved. As noted in the 1983 self study, the receipt of board agenda on Friday preceding the Wednesday meetings, rather than on Monday, would simplify the preparation of inquiries, critiques, and recommendations about agenda items. Minutes of the board meetings continue to be too late arriving to be a useful tool for communication, and the brevity of the distributed board action summary provides an inadequate substitute.

Agenda and summaries of administrative council meetings should be disseminated to faculty and classified staff leaders so that these individuals can participate in, rather than react to, decisions affecting working conditions and educational policies. Additionally, the development of board policies on academic matters would be improved if the Academic Senates could initiate items for the board agenda rather than continuing in their present reactive posture. The senate chairpersons should also be placed on the distribution list to receive copies of changes in administrative regulations and other memoranda from the chancellor's office.

10C *The system has an organized process for coordinating program development and evaluation, facilities planning, and budget development and administration.*

DESCRIPTION

Program Development and Evaluation

Since 1983 the LACCD has appointed a number of district-level committees, commissions, and institutes whose duties partly include the development, augmentation or revision, and evaluation of curriculum and program offerings. Although some district development takes place, the majority of the programs are developed at the individual colleges. LAVC has a curriculum committee, the VCCC, chaired by the vice-president of the Faculty Association and comprised of fifteen members representing various college constituencies. The VCCC oversees the work of five subcommittees, each chaired by a member of the parent body: articulation, general education and graduation requirements, academic standards and grading, new courses and programs, and courses outside the regular department structure (10.16).

Program development generally begins when a department proposes a new course or program that is then presented to the curriculum committee for its initial approval, after which it is forwarded to the Academic Senate. The senate recommends the course to the president who approves it before it begins the district-level approval procedure. In 1984 the district administra-

tion and the representatives of both the Academic Senates and bargaining agent reached an agreement that added some district faculty representation to the process of course approval (CD24: E-65). It established the following procedure: the college forwards the new course to the district Educational Research and Development Division (ERDD); from there it is forwarded to the appropriate district-wide discipline committee and to the academic vice-presidents' council; these bodies then prepare recommendations for the District Curriculum Planning and Development Committee.

Administrative Regulation E-65 established the makeup of the District Curriculum Planning and Development Committee to include the senior director of Instructional Services, the director of Planning and Research, the assistant director of Curriculum and Relations, the president and vice-president of the District Academic Senate, a representative of the AFT, a vice-president of Academic Affairs, a college president, and the assistant to the chancellor on Faculty Affairs. This committee reviews the recommendations and prepares its own recommendation. Both are then forwarded by the District Curriculum Planning and Development Committee to the vice-chancellor of Educational Research and Development who adds his/her own recommendation before forwarding everything to the chancellor. The chancellor approves new courses which are placed on the board agenda as an action item.

Facilities Planning

The district and college participate in an established procedure to coordinate future construction of facilities and expand or remodel existing structures. Two categories within this procedure are the Capital Construction Program (projects costing $150,000 or more) and the Deferred Maintenance Program (an on-going five-year plan).

Both programs assume that each college develops its own priorities and forwards them to the district planning office which integrates all colleges' priorities into a district priority list. After the chancellor's cabinet is consulted, the final priority list is forwarded to the state. Such projects are funded by the state with matching district funds. Because of the funding crises experienced by the state's community colleges, there have been few projects.

Departments or groups using a facility may propose projects for major college undertakings. A building committee recommends priorities to the president. LAVC has a building and grounds administrator who is a liaison with the college administration and reports to the vice-president of Administration. Requests for facilities' construction or change are submitted to this office and, if approved, are then sent to the appropriate craft to be filled.

Budget Development and Administration

A full description of this process is included in Standard 8. Briefly, the Business Services Division prepares an allocation for the college based upon formulae developed at the district. The allocation is divided into Component I (base allocation) and Component II (a designated number of decision packages). Since 1983 the district formula has differed each year. In addition, the district has frequently requested a return of a percentage of the base allocation.

APPRAISAL

The district's tendency toward centralization is apparent in projects whose makeup and procedures have often not included the appropriate representation and involvement of the individual colleges. Educational programs have been created outside the jurisdiction of the colleges' curricular approval processes and are, therefore, unrepresentative of the colleges' perceived needs. Examples of the difficulties thus created are included in this college staff's responses to the Draft Proposal of the ESL Institute (10.17; 10.18). Another example is the district-developed *Vision 90* document (10.19) which represents little or no involvement of either college administrators or faculty.

Program development, especially on the district level, is cumbersome, and all agree some policy revision is necessary for the process to be efficient. Two years ago the District Academic Senate met to revise Administrative Regulation E-65, governing curriculum planning and development, and approved and forwarded its recommendations to the district administration. No action has been taken about this proposal yet (10.18). Presently, a subcommittee of the Vice-presidents' Council is also working upon a proposed revision of this administrative regulation.

The makeup of the District Curriculum Planning and Development Committee has been criticized for the little connection it has with the college curriculum committees. The District Academic Senate favors a committee at the district level that would bring the curriculum committee chairs together from the nine colleges with some district representatives. This concept, they believe, would streamline curriculum development.

In the area of facilities planning, lack of funds has caused college facilities to deteriorate. The possibility of improved general state funding and the passage of AB 1725 may improve this situation. Under those conditions, procedures and standing priorities would need to be reviewed.

A more open system of budgeting that involves a district budget committee with appropriate representation of the district community would allow affected parties to participate in the budget process. Such a committee could develop more comprehensive budgetary formulae and provide for more equitable allocation of the district's resources. Much planning is needed to return the district to a system responsive to the educational needs and concerns of the nine colleges.

10D *The system develops and publishes appropriate policies and agreements governing employment, compensation and benefits, working conditions, staff evaluation, and staff transfer and reassignment.*

DESCRIPTION

The district has policies and procedures to select administrators, instructors, and classified personnel. College committees make recommendations for appointments to the college president who then transmits them to the chancellor. The board approves the final selection. Affirmative action guidelines are a part of the district's hiring procedures (CD17).

Policies and agreements concerning compensation, benefits, working conditions, transfer, evaluation, and reassignment are

contained in collective bargaining agreements (CD16) for those employees covered by collective bargaining and are contained in *Board Rules* for those employees not eligible for collective bargaining. The AFT represents the Faculty Unit and the Technical/Clerical Unit, the LACCD Police Officers Association represents the Police and Safety Unit, SEIU Local 99 represents the Maintenance and Operations Unit, SEIU Local 347 represents the Supervisory Unity, and the LA County Building Trades Council represents the Crafts Unit.

APPRAISAL

The district's selection and hiring system for faculty, classified staff, and administrators has recently been changed. In the past, to fill vacant positions required approval of the district office. Often this approval would take an extended period of time or be completely withheld. The delays frequently resulted in the positions' remaining vacant. The classified examination process as required by the Education Code was allowed to lapse and resulted in the hiring of provisional employees rather than regular employees (CD16).

In September 1988, this policy was changed to allow the colleges more control over the selection process. Now the colleges can decide to fill or create positions on their own campuses. The waiver system has been replaced with a "Notice of Intent to Fill" system (10.20) which the district processes within twenty-four hours. Additional funding was also granted to the classified testing unit so that additional personnel can be hired. The funds allowed the examination process to be updated, and now there are lists of eligible applicants for vacant positions. More than half of the backlogged tests have been given.

The district issued layoff notices in 1986/87 to 157 certificated employees, many of whom were transferred and/or reassigned (10,21; 10.22). (A fuller discussion of this situation is included in Standard 9.) Now all but three of the affected faculty have been rehired.

PLANNING

The college plans to

- Regain control over and funding support for an effective, well-organized public information service and request from the Board of Trustees and the chancellor that formal communication channels between them and their college constituencies be improved.
- Regain control over and funding support for an effective research service designed to assess both community and student needs and the effectiveness of college-designed interventions, including effective access to the district's database.
- Continue to participate in developing effective district-wide procedures for curriculum development and approval.
- Continue to participate in developing effective processes to reorganize and decentralize the district.

Documentation for Standard Ten

10.1	Mission Statement, AB 1725
10.2	Sample: Chancellor's directives
10.3	Sample: "Media Tips"
10.4	Sample: The Board Report
10.5	Sample: *LACCD Courier*
10.6	Sample: News Clippings distributed by Office of Communications Services
10.7	Sample: "Communications Report"
10.8	Sample: Board Agenda
10.9	Sample: Board Minutes
10.10	Distribution Lists on Transmittals AR-11-21
10.11	Sample: Classified Staff bulletins from the Division of Human Resources
10.12	Organizational Chart of Districts' Councils
10.13	Sample: *Read On*
10.14	Extended Opportunity Program and Services (EOPS) Newsletter
10.15	LAVC Student Handbook
10.16	Original Flow Chart for Curriculum Committee

10.17	LAVC response to ESL Institute Draft Proposal
10.18	Draft Proposal for District English as a Second Language (ESL) Institute
10.19	*Vision 90*
10.20	"Waiver" Documents Personnel Guide B558, June 18, 1986 "Notice of Intent to Fill. . ." LACCD Form C902A, September 1988
10.21	LACCD Form C902-8 "Request for Permission to Fill Certificated Faculty Position
10.22	"Return of Reassigned Faculty Members to Original Discipline"

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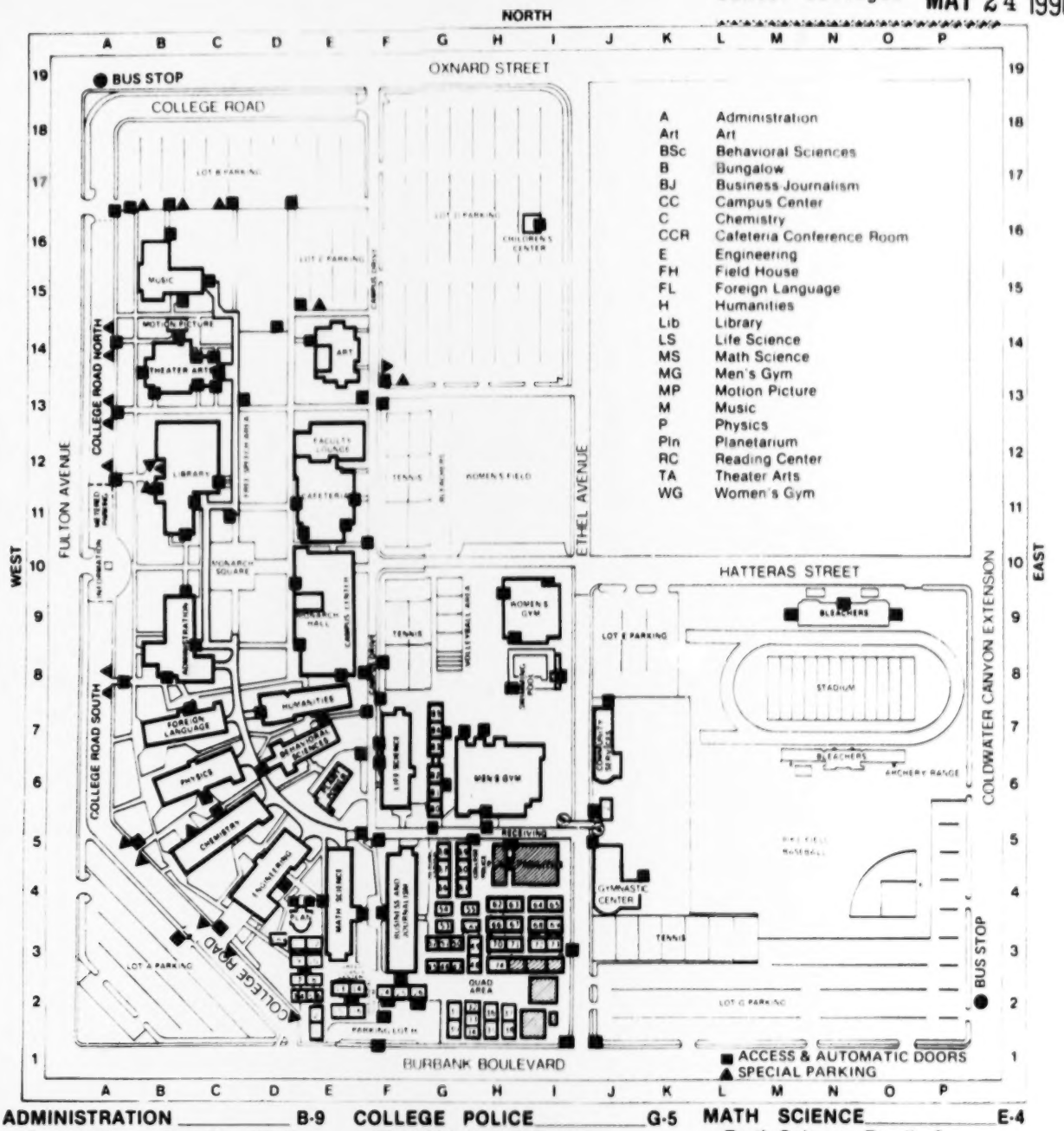

ADMINISTRATION B-9
Counseling, Faculty Mail Boxes, Special Services
ART E-14
BEHAVIORAL SCIENCES D-6
BUSINESS & JOURNALISM F-4
CAFETERIA E-11
CAMPUS CENTER E-9
Lower Level - Learning Center
1st Floor - Associated Student Offices,
Business Office, Financial Aids,
Placement Office, Student Store,
Monarch Hall
2nd Floor - Economics, Social Sciences, Philosophy
COLLEGE POLICE G-5
First Aid, Lost & Found
CAREER GUIDANCE CENTER E-2
CHEMISTRY C-5
COMMUNITY SERVICES J-4
ENGINEERING D-5
Health Sciences
FOREIGN LANGUAGE B-7
GYMNASTICS CENTER J-7
HUMANITIES D-7
English, Speech
LIBRARY B-11
Data Center, Instructional Media Services
LIFE SCIENCE F-7
MATH SCIENCE E-4
Earth Science, Family & Consumer Studies
MEN'S GYM H-6
MONARCH HALL E-9
Registration
MOTION PICTURE B-14
MUSIC B-15
PLANT FACILITIES I-5
PHYSICS C-6
Electronics
PLANETARIUM D-4
POOL H-8
READING CENTER G-4
THEATER ARTS B-14
WOMEN'S GYM H-9

LOS ANGELES VALLEY COLLEGE